DOCUMENT RESUME

ED 362 129 HE 026 737

AUTHOR	Todd, Barbara Tipsord, Ed.
TITLE	Student Advancement Programs: Shaping Tomorrow's Alumni Leaders Today.
INSTITUTION	Council for Advancement and Support of Education, Washington, D.C.
REPORT NO	ISBN-0-89964-298-5
PUB DATE	93
NOTE	166p.
AVAILABLE FROM	CASE Publications Order Department, P.O. Box 90386, Washington, DC 20090-0386 ($31, CASE members; $37, nonmembers).
PUB TYPE	Guides - Non-Classroom Use (055) -- Books (010)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Alumni; College Administration; *College Students; Higher Education; *Institutional Advancement; Program Administration; *Program Design
IDENTIFIERS	Alumni Relations; Student Advancement Programs

ABSTRACT

This volume discusses the ways to get college students involved in helping advance their college both before and after graduation. The book's five sections contain papers on student advancement programs, their focus and structure, advising student advancement programs, programs and events, and preparing for the future. Paper titles are: (1) "Advancing the Institution: The Role of Student Advancement Programs" (James L. Lanier, Jr.); (2) "Breaking Ground: Student Advancement Programs from the Start" (M. Gwinn Earle); (3) "The Great Debate: Choosing between Open and Selective Membership" (Nancy M. Dysart); (4) "Visible Differences: Promoting Your Student Advancement Group on Campus" (Terry D. Espeseth); (5) "Getting with the Program: Student Alumni Groups on Campus" (John C. Quakenbush); (6) "The Student Variable: Calculating an Equation for Student Fund-raising Success" (Anita Story); (7) "Student Ambassadors: Help for Communications and Admissions" (Mark A. Jastorff and Kevin J. Thompson); (8) "Keeping with Tradition: Student Advancement Programs at Urban and Commuter Institutions" (Scott R. Williams); (9) "The Adviser's View: An Investment with Unbeatable Returns" (Barbara T. Todd); (10) "More Than Meets the Eye: The Role of the Student Advancement Group Adviser" (Innes van Nostrand); (11) "Making Time: Student Advancement Programs in the One-Person Shop" (Charles E. Brictson); (12) "Money Matters: Managing the Fiscal Side of Your Student Advancement Program" (Nancy E. Rinaldi); (13) "Student Leadership Training: An Investment in Your Alumni of Tomorrow" (Keith E. Brant); (14) "Fond Farewells: Keeping The Student Spirit Alive after Graduation" (Dana W. Bolar); (15) "Graduating with Honors: Planning Special Events for Seniors" (Julie Larson); (16) "Surviving the Job Search: Career Programs for Students and Alumni" (Ann G. Lloyd); (17) "Family Affairs: Establishing Parents and Sibling Programs" (LoRae A. Hamilton); (18) "Student Programs: Creating Ties for Future Alumni" (Tracy L. Kleppinger); (19) "Making the Connection: The Student Alumni Association/Student Foundation Network" (Barbara J. Wright-Chollet); (20) "Student Interns: Cultivating the Next Generation of Advancement Professionals" (Lynn H. Nakada); (21) "The Ultimate Goal: Instilling the Volunteer and Philanthropic Ethic" (Paul B. Chewning). An addenda section includes two papers: "Mission Accomplished: Alumni Sum Up Their Student Advancement Group Experiences" (Karen Davis) and "Best Ideas: Exemplary Student Advancement Group Programs and Events" (Barbara T. Todd). (JB)

ED 362 129

STUDENT ADVANCEMENT PROGRAMS:

Shaping Tomorrow's Alumni Leaders Today

"PERMISSION TO REPRODUCE THIS MATERIAL IN **OTHER THAN PAPER COPY** HAS BEEN GRANTED BY

CASE

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Barbara Tipsord Todd, Editor

HE026 737

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

2

BEST COPY AVAILABLE

STUDENT ADVANCEMENT PROGRAMS:

Shaping Tomorrow's Alumni Leaders Today

Barbara Tipsord Todd, Editor

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION

© 1993 by the Council for Advancement and Support of Education

ISBN 0-89964-298-5

Printed in the United States of America.

In 1974, the American Alumni Council (founded in 1913) and the American College Public Relations Association (founded in 1917) merged to become the Council for Advancement and Support of Education (CASE).

Today, more than 2,700 colleges, universities, and independent elementary and secondary schools in the U.S. and 20 countries belong to CASE. This makes CASE the largest nonprofit 501(c)(3) education association in terms of institutional membership. Representing the member institutions in CASE are more than 14,000 individual professionals in institutional advancement.

Nonprofit education-related organizations such as hospitals, museums, libraries, cultural or performing arts groups, public radio and television stations, or foundations established for pubic elementary and secondary schools may affiliate with CASE as Educational Associates. Commercial firms that serve the education field may affiliate as Subscribers.

CASE's mission is to develop and foster sound relationships between member educational institutions and their constituencies; to provide training programs, products, and services in the areas of alumni relations, communications, and philanthropy; and to provide a strong force for the advancement and support of education worldwide.

CASE offers books, videotapes, and focus issues of the award-winning monthly magazine, CURRENTS, to professionals in institutional advancement. The books cover topics in alumni administration, communications and marketing, fund raising, management, and student recruitment. For a copy of the catalog, write to CASE RESOURCES, Suite 400, 11 Dupont Circle, Washington, DC 20036-1261. For more information about CASE programs and services, call (202) 328-5900.

Cover design by Ann M. Williams.
Editing by Wendy Ann Larson.

Council for Advancement and Support of Education
Suite 400, 11 Dupont Circle, Washington, DC 20036-1261

Contents

Foreword i
Peter McE. Buchanan

Preface iii
Barbara Tipsord Todd

Section 1: The Whys and Hows of Student Advancement Programs

1. Advancing the Institution: The Role of Student Advancement Programs 1
James L. Lanier Jr.
2. Breaking Ground: Student Advancement Programs from the Start 5
M. Gwinn Earle
3. The Great Debate: Choosing Between Open and Selective Membership 11
Nancy Morse Dysart
4. Visible Differences: Promoting Your Student Advancement Group on Campus 27
Terry Denniston Espeseth

Section 2: Focus and Structure

5. Getting with the Program: Student Alumni Groups on Campus 33
John C. Quakenbush
6. The Student Variable: Calculating an Equation for Student Fund-raising Success 37
Anita Story
7. Student Ambassadors: Help for Communications and Admissions 41
Mark A. Jastorff and Kevin J. Thompson
8. Keeping with Tradition: Student Advancement Programs at Urban and Commuter Institutions 47
Scott R. Williams

Section 3: Advising Student Advancement Programs

9. The Adviser's View: An Investment with Unbeatable Returns 57
Barbara Tipsord Todd
10. More than Meets the Eye: The Role of the Student Advancement Group Adviser 65
Innes van Nostrand

11. Making Time: Student Advancement Programs in the One-Person Shop 69
Charles E. Brictson

12. Money Matters: Managing the Fiscal Side of Your Student Advancement Program 73
Nancy E. Rinaldi

13. Student Leadership Training: An Investment in Your Alumni of Tomorrow 79
Keith E. Brant

14. Fond Farewells: Keeping the Student Spirit Alive After Graduation 85
Dana White Bolar

Section 4: Programs and Events

15. Graduating with Honors: Planning Special Events for Seniors 93
Julie Larson

16. Surviving the Job Search: Career Programs for Students and Alumni 99
Ann Groves Lloyd

17. Family Affairs: Establishing Parents and Sibling Programs 111
LoRae Ann Hamilton

18. Student Programs: Creating Ties for Future Alumni 127
Tracy L. Kleppinger

Section 5: Today and Beyond

19. Making the Connection: The Student Alumni Association/Student Foundation Network 137
Barbara J. Wright-Chollet

20. Student Interns: Cultivating the Next Generation of Advancement Professionals 141
Lynn H. Nakada

21. The Ultimate Goal: Instilling the Volunteer and Philanthropic Ethic 147
Paul B. Cheuning

Addenda

A. Mission Accomplished: Alumni Sum Up Their Student Advancement Group Experiences 151
Karen Davis

B. Best Ideas: Exemplary Student Advancement Group Programs and Events 155
Barbara Tipsord Todd

About the Editor 167

Foreword

In 1991, CASE entered into a formal partnership with the Student Alumni Association Student Foundation Network. We are pleased—and proud—to have offered our support to this successful organization. What's more, by offering six-month student internships, we are able to sustain the Network as a largely student-driven enterprise, which introduces students all over the United States and Canada to the evolving profession of advancement.

We have learned much about student advancement programs since the SAA SF Network moved into the CASE Washington office. We now know that there are as many different types of student advancement programs as there are institutions to serve. We have learned that every student advancement group—whether it supports the alumni association, development office, or campus communications—plays an increasingly important role in an institution's advancement efforts. And no one doubts that student advancement programs benefit their institutions long after graduation. In fact, student advancement group members will be among our institution's most committed alumni leaders, most dedicated donors, and most persuasive advocates.

Thanks to experienced student advancement program professionals at CASE institutions across the United States and Canada, we are able to share these and other valuable lessons with our members in *Student Advancement Programs: Shaping Tomorrow's Alumni Leaders Today*. In 21 example-filled chapters, your colleagues offer practical advice on how to start—and maintain—a student advancement program on campus. The comprehensive book covers everything from choosing a membership policy and promoting such a group on campus to managing the budget and making time to do so in a hectic schedule. You will find examples of student advancement groups of all sorts and sizes, as well as program ideas that can help meet any institution's needs.

Special thanks go to Editor Barb Todd of Illinois State University and to the chapter authors who contributed their expertise to make this important book possible. The future of every institution lies in the hands of its current students. After all, the alumni-in-residence of today are our alumni leaders of tomorrow. This book will help you train them well.

Peter McE. Buchanan
CASE President
June 1993

Preface

> I believe that as a student, I have a special relationship with my alma mater that represents a lifetime commitment in the fulfillment of my dreams and aspirations. As a student, I am the focus of her goals and objectives. As an alumnus, I will represent the result of her mission and the embodiment of her spirit in the world. What she is, I am; what she becomes, I become. Because I am the emerging essence of my institution, I will strive to enhance this special relationship between students, alumni, and others so that the heritage of my alma mater will always be a part of my life—for the present as I follow my dreams, and after graduation as I make them come true.—*Student Alumni Association/Student Foundation Network Creed*

The Student Alumni Association/Student Foundation Network introduced this creed at its 1987 annual convention. When I recited the words—standing in an auditorium with about 400 student delegates and advisers—the true meaning of my responsibility as a student advancement group adviser hit home. Developing a lifelong relationship with alumni can't be magically turned on as your graduating seniors cross the bridge between their lives as students and their lives as alumni.

As advancement professionals, we must accept the responsibility to educate, train, and mold our alumni-in-residence. A successful student advancement program can help us do just that. What's more, our student advancement group members can provide extra hands at homecoming, ears at annual phonathons, voices at chapter meetings, advocates at student recruitment events, and a variety of other roles as they set out to advance our institutions.

Student advancement programs vary widely in scope from one institution to another. Student alumni programs work primarily with alumni administrators to bridge the gap between each student's past, present, and future. Student foundations concentrate their efforts on development activities, such as phonathons, senior class gift programs, and scholarship fund raisers. Ambassador programs reach out to external audiences by lending support to an institution's communication and student recruitment efforts. Whether you're working with 10 student volunteers during your homecoming festivities or serving as an adviser to a formal student advancement group with 100 members, the time and resources you invest will bring great benefits to your institution.

I extend my thanks to the many advancement professionals across the United States and Canada who made this book possible by sharing their expertise and

advice. I believe you will find their words helpful and enlightening. The chapter authors have drawn upon their combined 150 years of experience in institutional advancement to write this book. We hope you find it beneficial.

Barbara Tipsord Todd
Assistant Director, Alumni Services
Illinois State University
June 1993

Section 1

The Whys and Hows Of Student Advancement Programs

Chapter 1

Advancing the Institution: The Role of Student Advancement Programs

James L. Lanier Jr.
Vice Chancellor for Institutional Advancement
East Carolina University

"We involve the Ambassadors with all our publics—from major donors to the media—and their confidence and presence send a message of quality and substance. They are good students who are enthusiastic and articulate. The Ambassadors are also among our most committed and loyal volunteers, and we are now seeing more and more of them emerge as local alumni chapter leaders."

That's how East Carolina University Chancellor Richard R. Eakin described the value of the student advancement group on our campus. The message is clear: Student organizations working with advancement professionals help extend the institution's mission, increase its visibility, and promote quality.

Student advancement groups represent a coming together of bright young people in volunteer service to an institution whose mission they support and whose benefits they wish to share with others. Students combine freshness and candor with high energy and often become the institution's most persuasive advocates. Their activities benefit current and future generations of students. What's more, as alumni-in-residence, these students have the opportunity to enjoy the multiple rewards of volunteering and witnessing the impact of philanthropy.

An American tradition

Volunteerism and philanthropy are deeply rooted in all the great religions of the world. Yet nowhere have these principles become so integrated into the daily lives of citizens as in the United States. As early as 1831, the young Alexis de Tocqueville recognized these qualities as hallmarks of the American character in his landmark book, *Democracy in America*.

Today, a special relationship exists between higher education and philanthropy and volunteerism. Since 1638 when John Harvard made his bequest to a struggling college in the Massachusetts Bay Colony, these twin virtues have influenced American colleges and universities more than any other sector of education or human services. Hundreds of thousands of volunteers—who also play key roles in securing gift income for both private and state-assisted institutions—continue to lead and advise these campuses.

The role of institutional advancement is also distinctly American. It has emerged not only as an integral educational administrative function but also as a profession in response to the need to encourage philanthropy, channel volunteerism, and communicate with constituencies beyond the walls of the institution. It assumes a priority status within the academic community because it makes possible the maximum achievement of all other functions of the institution.

Involving students as active and visible partners is a natural extension of the institutional advancement mission. Yet most institutions don't teach students that their campus opportunities are inextricably linked to the advocacy and generosity of those students who came before them. Likewise, no courses explain that students will need to take *their* turn as advocates, leaders, and volunteers if the institution is to continue to grow. Indeed, it will be up to them to help focus, direct, and link their generation to the institution's mission.

A Georgia university president summed it up this way. "If students are really alumni-in-residence, then they should be required to learn their craft (how to be good alumni) through participation in well-run student alumni and foundation programs. It would certainly make our job easier."

Fringe benefits

Student advancement programs operate under many names and serve as many campus roles—from alumni-in-residence to fund raisers to ambassadors. However, most student advancement groups are similar in charter to members of the Student Alumni Association/Student Foundation Network. In cooperation with the Council for Advancement and Support of Education, the SAA/SF Network sponsors regional and national programs to train and motivate its members. The Network offers students and advisers the opportunity to share their achievements and programs with colleagues from campuses across the United States and Canada. (See Chapter 19 for more SAA/SF Network details.)

The benefits students reap from student advancement programs are as varied as the volunteer opportunities available to them. But whatever type of program they serve, students develop a deeper understanding of the heritage, culture, and status of their institution. They develop strong leadership abilities. They hone their

presentation skills at regional and national conferences. They forge links to such important campus and community leaders as trustees, faculty members, and legislators. Opportunities for both personal and professional development abound.

But your students gain more than confidence. Often they come away with important contacts, too. In fact, it's not unusual for a student advancement member's volunteer relationship to develop into a mentoring relationship after graduation. These professional contacts can prove especially valuable for new graduates looking for their first jobs.

After graduation, most student advancement group members look forward to moving into alumni chapter activities. In many instances, the on-campus student group operates as part of the overall chapter organization. This familiarity helps students feel comfortable in their continuing relationships with local alumni chapters. Even more important, they've already learned the benefits of connecting with individuals who share their interests.

"We're already seeing the impact of our student advancement group members on local chapters after graduation," said one alumni administrator in Mississippi. "In their first year out of school, they are doing everything we want good alumni to do—paying dues, sending gifts, volunteering for chapter activities, and recruiting good students. I wish we'd organized this group 20 years ago."

Return on your investment

The time and resources your institution invests in its student advancement groups will return major dividends. Members provide colleges and universities unparalleled opportunities to train future volunteer leaders. Their experiences teach them specific skills that will help them become more effective volunteers and ambassadors for their institutions. As real-life examples of the fulfillment of your institution's mission, your students personify your campus. What's more, their energy is contagious and often sparks enthusiasm among alumni and fellow students.

Student advancement group members also serve as additional staff members. In fact, many student advancement programs involve student leaders (elected or staff-selected) as management trainees. Trained and treated as colleagues, these student volunteers assume real responsibilities. They participate in friend and fund raising, community and government relations, parents and alumni programs, and recruitment and special events. Older students help train and supervise younger recruits. With guidance and training, student volunteers become genuine owners of the institution and influential witnesses to its values and needs.

"By the time student foundation members are juniors and seniors, it's like having another staff person assisting with a student group," said a North Carolina college president. "As a result of their exposure to advancement and alumni staff members, they become aware of the expectations of publics outside the college. They bring a mature perspective to the various organizations around the campus in which they are involved."

Student advancement programs will also introduce your students to the advancement profession. True, few freshmen have ever heard of—much less considered—a career in advancement. But after serving as alumni, fund-raising, and ambassador volunteers, students learn firsthand the required skills—and rewards—of being an

institutional advancement professional. This hands-on experience often translates into internships or on-the-job training. Managers who make hiring decisions on any campus can use achievements in student advancement activities as success indicators for their future employees. The volunteer experiences your student advancement group offers may even persuade some of your students to pursue careers in institutional advancement.

Chapter 2

Breaking Ground: Student Advancement Programs From the Start

M. Gwinn Earle
Associate Alumni Director
Furman University

"How to begin?" That's the most important—and probably the most arduous—question advancement professionals face when thinking about starting a student advancement program. Whether you want to create a student alumni, foundation, or ambassador group, you must first define its role within the framework of your existing advancement operation. It's like building a house. You can't lay the foundation without the floor plan. But even before the floor plan, you'll need to have a vision of the completed structure and the purpose it will serve.

Before getting started, you may want to visit a similar institution with a well-established student advancement program to discuss its organization, purpose, and programs with administrators, alumni, staff, and students. Also plan to take advantage of national and regional Student Alumni Association Foundation Network conventions. They offer a great opportunity to learn from students and advisers about their programs' strengths and weaknesses. (See Chapter 19 for more SAA SF Network details.)

Start with a purpose

The primary reasons for creating a student advancement program should be to involve students in your advancement efforts and to help them find worthwhile ways to serve your institution. Exactly how you choose to involve these students

will determine the type of student advancement program that best fits your needs.

A student alumni association is an organization of student volunteers designed to benefit an institution primarily through service to the alumni association. Student foundation programs, on the other hand, focus on activities that raise money for the institution. Student ambassador groups generally concentrate on campus public relations. Whatever type of program you create, remember that your group must give members the opportunity to make a real difference in your institution—without duplicating the efforts of another student organization.

Once you've decided what kind of student advancement program best fits your institution's needs, make a list of the program's tangible and intangible benefits. Determine the direction you want your student advancement group to take and develop acivities that support your purpose and overall advancement efforts. If you choose to start a student alumni association, for example, you should continually refer to your alumni association mission statement to make sure your student advancement program strengthens its goals. An active student alumni program is not just another student organization or social club. It should serve a specific purpose—to develop future alumni leaders, foster a greater appreciation for your institution, and encourage interaction with alumni.

Secure campus support

Before you take your plans any further, you'll need to make sure other campus administrators share your commitment to a student advancement program. Get ready to ask yourself some tough questions—because others will. Where should this student advancement program fit in with the institution's total advancement effort? What could this group bring to your current programming? How does your administration view student advancement programs? How would your campus student services office respond to such a group? Is your student advancement program unique in its purpose? Or does another campus group already address your group's concerns? If your answers to these questions indicate campuswide support for a student advancement group, then you're ready to proceed to the next step: selling your idea.

First, determine if your institution's administration, alumni or development director, and student services office can offer the staff and financial support you'll need. You may also want to share your plan with your vice president for advancement and, if appropriate, the president of your institution. Knowing that your organization enjoys support from the top down will help you promote your group to potential members. It will also help you create alliances with other campus offices—admissions, athletics, development, university relations, and parent services—that can help along the way. You may even want to share a copy of your plan with colleagues in these offices.

Here's a case in point. Starting a student alumni association is like creating another division within the alumni office. So you'll need to decide in advance what function the alumni office will have in the organization. For example, someone must be willing to take on an advisory role with the group. That means adding hours to the work week for planning, developing, and implementing. An adviser who is committed to the idea, determined to establish a student alumni association, and

willing to lay a strong foundation will help ensure the student alumni organization's credibility and future success.

Staff time is not the only consideration. Money enters the picture as well. Although some student alumni associations require their members to pay dues, most rely on other sources of financial support. So you should determine what resources are available in your current alumni association budget for an SAA. You'll need financial backing for items such as letterhead, informational brochures, sweatshirts and T-shirts, materials and supplies for programs and advertising, and any travel expenses incurred while representing the institution.

One caveat: Make sure you follow campus guidelines for establishing new student organizations. Here at Furman University, for example, all recognized student organizations must have a constitution. This policy benefits our Student Alumni Council in two important ways. A written constitution lends credibility to the organization and paves the way for partial funding from the Association of Furman Students, our student governing body. We also receive financial support from the alumni office and our SAC's own fund-raising efforts. Because we're not dependent solely on one financial resource, we've been able to increase the quality and quantity of our programs. (See Chapter 12 for more budget details.)

Lay your foundation

One of the most important steps in planning your group's future is setting goals. Take time to not only verbalize your goals but to *write them down*. Start with a meeting of the minds. Pull together alumni staff and board members, students, and administrators to decide what you want the group to accomplish. Then commit your goals to paper, circulate copies to everyone, and refer to them continuously as you proceed. Remember, everything you do from this point forward must support these goals. If you're not completely comfortable with each goal, your students won't have the commitment they'll need to ensure success.

After you've established realistic goals, you're ready to select someone to lead your student advancement group through its first year. It is important for the first president (or whatever you choose to call that person) to be fully committed, easy to work with, respected, and highly motivated. As a student organization, your student advancement group needs a strong, quality student leader who can lend credibility and visibility to your organization.

For other leadership positions, seek out visible and involved students who clearly care enough about your institution to be involved in other campus activities. Ask faculty, staff, and administrators to recommend others. Make sure your leaders represent a wide range of student interests, activities, academic areas, ethnicities, and cultural groups. And remember to include both upper and lower classes to ensure continuity in leadership.

After you've identified potential leaders, pull these students together into a working unit. It's time now to move forward and build. Bring your student leaders together and tell them about your student advancement group, its goals, and their roles. Make sure they understand the group's purpose, direction, and function as a link between students and alumni. You must determine your student leaders' commitment to and understanding of your student advancement program now—because only with their support and endorsement will your group flourish.

With your goals and leadership in place, you can now start spreading the word to those who will put your plans into action: your students. No doubt the first question you will encounter in your recruitment strategy is selective vs. open membership. Simply put, a selective membership policy limits the number of students chosen for membership. An open membership policy, on the other hand, allows any student to join.

Unfortunately, there's no sure-fire standard to help you decide which policy is right for your student advancement group. Each institution must base this decision on its own individual circumstances. Only you know your student and alumni bodies and which type of membership will best meet their needs. For guidance, refer to the reasons you started your student advancement program and the ways the program can benefit your institution. (See Chapter 3 for more information on selective vs. open membership.)

Get with the program

A successful kick-off event will help you promote your student advancement group across campus. Your first event will give your student advancement group credibility, exposure, and motivation. But your premiere must be a positive experience for everyone, so plan it well.

Here at Furman, we sponsored a founders day celebration to announce our Student Alumni Council. Now an annual tradition, founders day has become a time to reflect on Furman's heritage and promote institutional loyalty. The day's activities include a formal convocation with faculty and administrators, prominent alumni speakers, and *Reflections*, a film that explores Furman's past and present. A special day for students and alumni alike, this event successfully fulfills our Student Alumni Council's purpose.

After your kick-off, you'll obviously need to follow up with strong programming for the rest of the year. So it's time to brainstorm. While planning your first year's activities, concentrate on the strengths of your membership. Search for untapped ideas, events unique to your purpose, and programs that will involve as many constituency groups as possible.

Establishing—and building toward—long-range goals is also important to your student advancement group's future. After you've mapped out your first year, you'll need to draft a timeline of what you want to accomplish over the next five years. What events will help you fulfill your goals? Where do you want your student advancement group to be over in the next few years? Identify specific benchmarks to indicate where you want the student advancement organization to be after each semester and each year.

Continually evaluate your progress. Are you meeting your short-term goals? Are your members motivated and committed? Are your events successful and fulfilling your purpose? Is your student advancement program growing? Has the bond between students and alumni grown stronger? Is alumni involvement on the increase? Are you looking for untapped ideas to make your student advancement group more exciting?

Watch for results

Here at Furman University, much of our Student Alumni Council's success—at the young age of four years—is due to the solid foundation upon which we started. We began by checking out many other SAAs. We considered our own resources, staff support, and budget needs. And we carefully determined our institution's level of commitment. After recruiting student leaders who represented our overall student body, we invited them to dinner, presented our plan, and asked them to serve as charter members of our new SAC. At our first organizational meeting, we drafted a constitution, applied for a student organization charter, clarified and developed our purpose and goals, and took initial steps to plan activities that would both publicize our SAC and fulfill its purpose.

So maybe it's not as easy as it sounds. But we've discovered that starting a student advancement program can be a most rewarding experience. To see students and alumni grow closer through interaction is fulfilling. Knowing that the alumni leaders of tomorrow are our student alumni association members of today is both exciting and comforting. Through involvement in your student advancement program, your students will gain a greater appreciation for your institution—and graduate to become loyal, dedicated alumni leaders.

The end result: As alumni, your former student advancement group members will volunteer their time to speak at your next campus career day. They will organize local alumni gatherings. Some may become devoted donors as their careers and love for alma mater grow. Others will make strong candidates for alumni board positions, reunion chairs, and class agent representatives. A student advancement program is a positive endeavor. Won't you join us?

Chapter 3

The Great Debate: Choosing Between Open and Selective Membership

Nancy Morse Dysart
Vice President, Alumni Activities
University of Maine

The approach student advancement programs take to membership enrollment is as varied as the institutions they represent across the United States and Canada. There is no absolute right or wrong way—as long as you make sure to select the approach that best serves the mission of your student advancement group.

Using a painter's broad brush stroke, we define membership as open or closed. But we can draw a much clearer, more precise distinction between the two membership policies when we use the terms open or selective. In hopes of changing conventional practice, this chapter will refer to selective when defining any membership policy other than open.

Defining your membership

Before determining the best membership policy for your student advancement group, you must clearly define your group's purpose and member profile. It's probably safe to assume that all student advancement groups will pursue student members who have

- strong leadership abilities with peer motivational skills,
- effective communication skills,
- an intense loyalty to the institution,

- a willingness to commit both time and talents, and
- team-player instincts.

Building from these basic credentials, you can now proceed with recruitment efforts tailored to the needs of your student advancement group. As alumni-in-residence, members of student advancement groups do, indeed, represent the undergraduate component of the larger, all-inclusive alumni body. You should work to recruit students who represent all the various components of your undergraduate population.

A final word of advice: Don't get so wrapped up in membership recruitment that you forget about member orientation. Your new members must understand their roles and responsibilities within the student advancement group. If they become fully franchised group members at the onset, your students will become truly committed to your student advancement group's mission.

Now let's take a look at the advantages—and disadvantages—of open and selective membership policies.

Open-door policy

If your advancement operation seeks the full participation of wealth, wisdom, and works from its alumni population *after* graduation, it cannot reject certain students *before* graduation. That's the philosophy behind open membership. Simply put, this membership policy says any student who wants to join may do so.

When you establish—and clearly articulate—expectations for incoming members, open membership can yield the same quality leadership and commitment from outstanding students as the more selective method. Recruited members determine themselves whether they will remain or withdraw from the group. In this way, open membership removes both the onus of being judged by peers and the stigma of being refused membership. In fact, students frequently admit that they find an open membership policy less threatening and intimidating than a selective membership policy.

By definition, open membership promotes diversity. When you welcome all students, you create a group that will represent a cross-section of class years and majors, a range of academic aptitudes and social sophistication, a variety of ethnic and cultural backgrounds, both Greeks and independents, males and females. In addition, an open membership policy assures that members will not all be the high achievers who expect leadership positions. Natural leaders will emerge but so will plenty of followers and doers—all of whom are critical to a successful organization.

A student advancement group without stringent recruitment requirements provides a better opportunity for all students—including the average and shy ones—to become involved in alumni and student activities and ultimately to find a way to make a difference in campus life. In fact, students lacking that special undefined something needed to make another group's selective membership cut may develop into your best members. What's more, your members' loyalty after graduation will probably directly relate to the opportunities your student advancement group offered them.

Open membership means your members join because they want to belong—not because you chose them. Instead of developing an elitist reputation, open membership creates a family atmosphere. Finally, an open membership policy

saves valuable time. Advisers and students can devote the time they'd spend reviewing selective applications and interviewing applicants to delivering quality programs and services.

Of course, establishing an open membership policy does come with a handful of disadvantages, too. If you don't carefully monitor your membership, voids can develop among your ranks. Your membership can grow too weighty or too light in certain class years, minorities, or other student groups. Special recruiting efforts to help balance these inequalities may be difficult and time-consuming.

If you don't establish controls, your membership can also become too large or too small for your needs. To offset these fluctuations, you may need to conduct membership drives every semester. Posters, fliers, newspaper ads, and the like will all help you extend invitations and promote attendance at membership parties (see Figures 3-1 and 3-2 on pages 15 and 16). As with any membership promotion, creativity is the name of the game.

Hand-picked policy

The alternative approach to membership recruitment is the selective method. A selective membership policy assumes that the prestige of being selected from a pool of applicants will reinforce a student's commitment to the group's mission. Because this membership policy provides for careful screening and selection, selective membership assures a certain student profile within your group.

That's probably the single most important advantage of selective membership: control. The selection process allows you to easily control membership numbers, as well as student demographics. Each year, you may add the number of new members you think your student advancement group can accommodate. You can match selected members with the jobs and roles you need to fill. During one membership drive, for example, you may prefer to recruit team players to follow the already established leadership. The next year, you may need to focus on selecting members with strong leadership skills.

A selective membership policy lets you manipulate student demographics just as easily. If you have a disproportionately low number of male sophomores or Asian American females this year, you can simply target those specific groups for membership. You can even minimize personality conflicts within your group by carefully screening members whose personal goals may not align with your group's objectives.

A selective membership policy can also give your student advancement group prestige on campus. Indeed, some student advancement programs, such as student recruitment for the admissions office, almost necessitate a selective policy. To represent your institution well, for example, your student ambassadors or recruiters must possess poise, self-confidence, and public-speaking skills.

One pitfall to selective membership is the risk of permanently turning off your students to future alumni involvement. Once judged as lacking, your students may never again feel a positive relationship to the alumni office or alma mater. Consequently, you must give special care to how you drop students from your final selected group.

Time is another disadvantage to selective membership. Although the usual promotional information will initiate the recruitment process, advisers and stu-

dents will eventually have to spend a great deal of time on individual and/or group interviews. These interviews can last from 15 minutes to more than an hour with each prospective member. To help you save time on this task, we've included sample application and interview materials at the end of this chapter. (See Figures 3-3 on pages 17-20 and Figure 3-4 on pages 21-25.)

Combining the best of both

Here at the University of Maine, our student alumni association has incorporated strengths from both open and selective membership policies. Our SAA bills itself as an open membership program. But it also solicits specific nominations with targeted mailings to such campus groups as resident directors, deans, and faculty chairs. These nominees then receive special invitations to join SAA and meet one-on-one with an SAA officer or executive board member to discuss their proposed membership. Legacies—sons and daughters of Maine graduates—also receive personalized letters of invitation.

This combination of open and selective recruitment helps us tailor our membership policy to effectively build—and maintain—a student alumni association of active, diverse members. You, too, may want to put the best of both membership policies to work for student your advancement program.

Figure 3-1: Illinois State University Student Alumni Council Advertisement

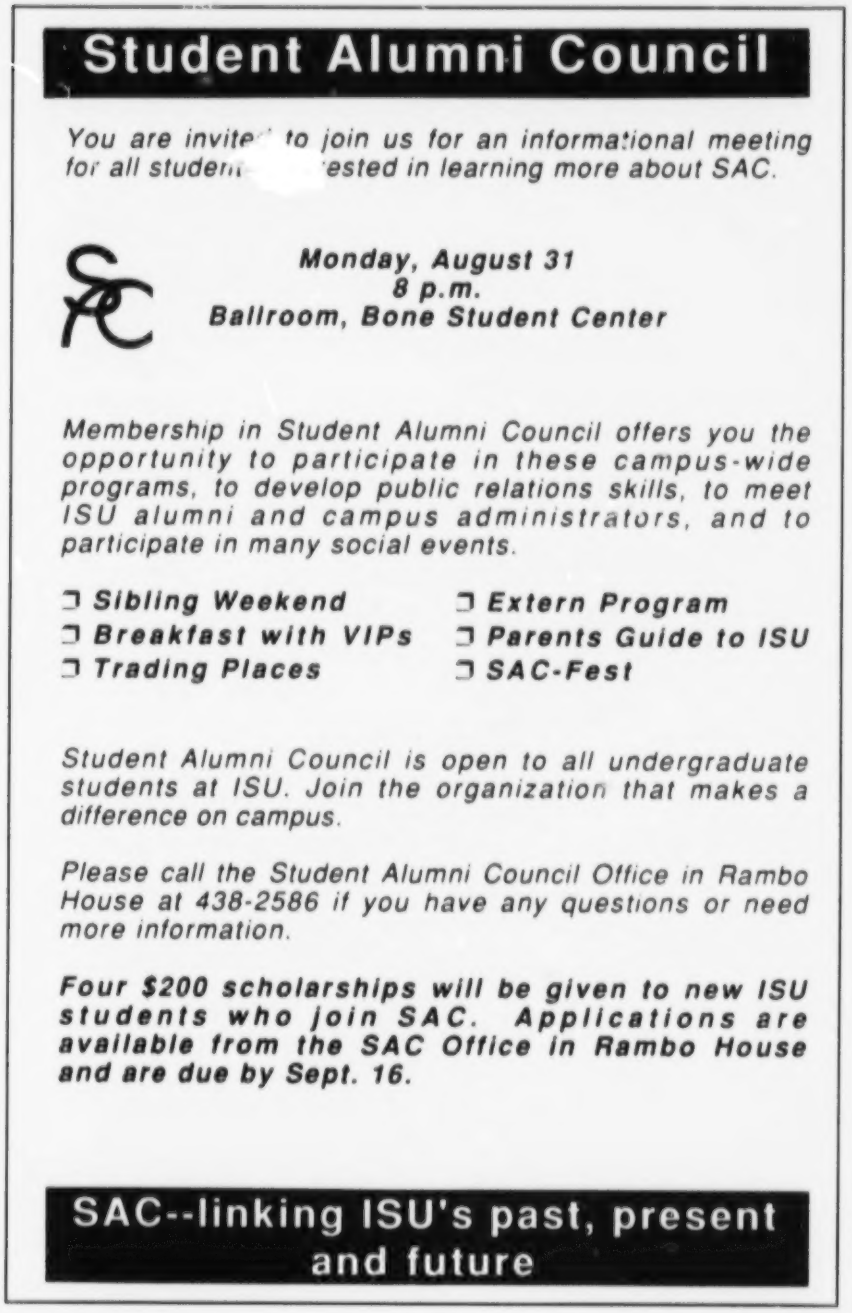

Student Alumni Council
You are invited to join us for an informational meeting for all students interested in learning more about SAC.
Monday, August 31
8 p.m.
Ballroom, Bone Student Center
Membership in Student Alumni Council offers you the opportunity to participate in these campus-wide programs, to develop public relations skills, to meet ISU alumni and campus administrators, and to participate in many social events.
❒ Sibling Weekend
❒ Breakfast with VIPs
❒ Trading Places
❒ Extern Program
❒ Parents Guide to ISU
❒ SAC-Fest
Student Alumni Council is open to all undergraduate students at ISU. Join the organization that makes a difference on campus.
Please call the Student Alumni Council Office in Rambo House at 438-2586 if you have any questions or need more information.
Four $200 scholarships will be given to new ISU students who join SAC. Applications are available from the SAC Office in Rambo House and are due by Sept. 16.
SAC--linking ISU's past, present and future

Figure 3-2. Illinois State University Student Alumni Council Flier

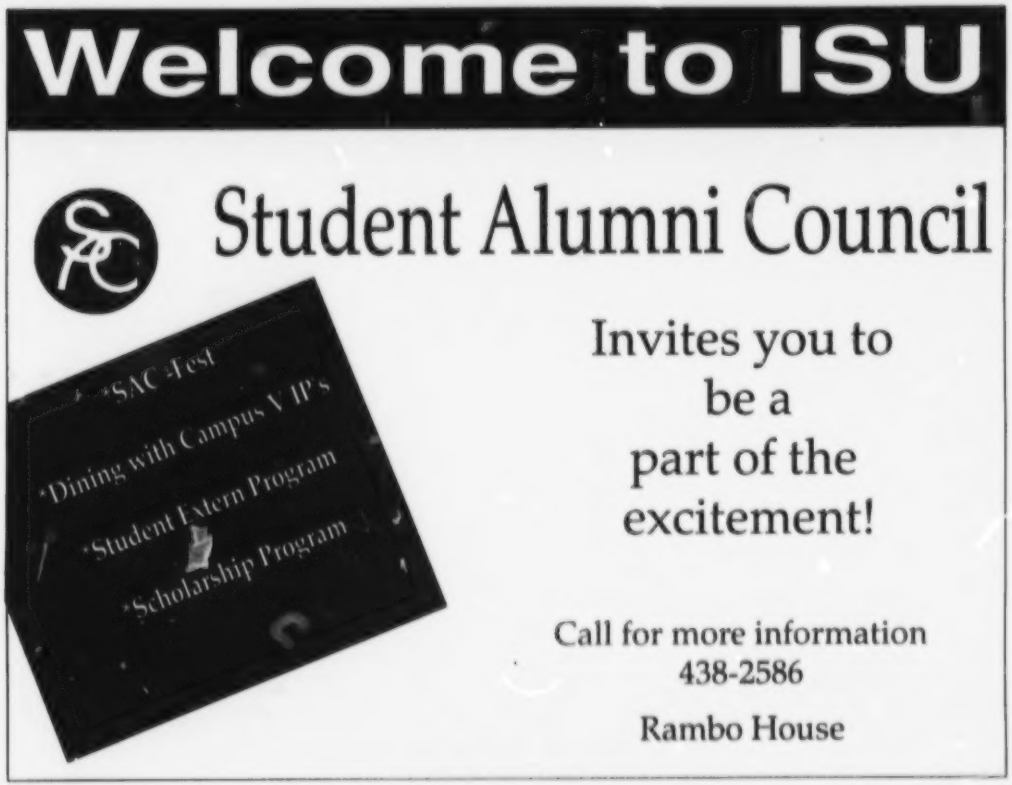


Figure 3-3: University of Nebraska-Lincoln Student Alumni Association Membership Application and Interview Materials

student alumni

SAA APPLICATION

Name_____ Class Year_____

Address_____ Phone_____

Home Address _____

Major _____ Full Time Student (12 Hours) Yes No

Are you a student in good standing? (GPA 2.0) Yes No

Date available for interview (Circle Date and Time)

FEBRUARY 12	WEDNESDAY	6-7 p.m.	7-8 p.m.	8-9 p.m.
FEBRUARY 13	THURSDAY	6-7 p.m.	7-8 p.m.	8-9 p.m.

NOTE!!!
****Please limit your answers to the questions in the space provided.****

DESCRIPTION OF THE ORGANIZATION

The Student Alumni Association was founded in 1973 to assist the Alumni Association in on-campus activities providing direct benefits to students, alumni and faculty as well as the University in general. SAA is an international organization that promotes interaction between students, alumni, and faculty for the betterment of higher education.

The members of the SAA board represent a wide variety of ages, majors, and interests and all share a genuine desire to serve and promote the University of Nebraska-Lincoln.

Within the SAA board are many committees that work on projects to serve the student body, promote the University, and involve our alumni in current campus functions. Some of our current projects include Final Survival Packages (NUPRENN), Senior Send-off, Freshman Study Break, Distinguished Scholars Day and Master's Week. SAA is also part of the All-University Homecoming Committee.

Wick Alumni Center *1520 R Street* *Lincoln, Nebraska 68588-0216*

1. **Tell us about a highlight of your year(s) at UNL, either within or outside the classroom.**

2. **What would you say to "sell" UNL to a high school senior who is deciding where to attend college?**

3. **Think about the person that you admire most (other than your parents), tell us what you admire most about that person and why.**

4. **If you could choose any career, and compensation was not an issue for you, what career would you choose and why?**

5. **If you were to write an autobiography, what would you title it? Why?**

SAA Interview Questions:

1. How do you see yourself as a motivator of others?

2. What role do you see SAA fulfilling in the University system?

3 What do you like most about UNL?

4. If you could see ten years into the future, what do you see yourself doing?

5. If you were interviewing people for membership in an organization, what question would you feel it important to ask?

6. How do you feel UNL has challenged you to realize your potential?

Figure 3–4: Pennsylvania State University Lion Ambassadors Membership Application

Section II
Lion Ambassador Membership Application

Please limit your answers to the space provided. Applications must be typed. Use this form only.

Name: _____
Last First Middle

College: (Circle one) **AGR** **A&A** **BUS** **COM** **DUS** **SCI** **EDU** **EMS** **ENG** **HHD** **LIB**

Major(s): _____ Minor(s): _____

Semester Standing (Spring 1992) _____
Cumulative Grade Point Average _____
Expected Month and Year of Graduation _____
Will you be a full-time student during Spring semester? _____
Commonwealth Campus (If Attended) _____
Were you a Commonwealth Ambassador? _____
Where did you learn about Lion Ambassadors?

a. The Daily Collegian
b. Fliers on Campus
c. Banner on Campus
d. Hub Table
e. Friends
f. Other: _____

_____ _____
Local Address Local Phone

_____ _____
Home Address Home Phone

_____ _____ _____ _____
City State Zip Code County

Please list any current employment you have at college.

Employer Hours per Week Duties

PLEASE LIMIT YOUR ANSWERS TO THE SPACE PROVIDED UNLESS OTHERWISE INDICATED

1. **Hypothetically, you are given the opportunity to leave Penn State to attend any other university of your choice. Using personal experience and characteristics that make Penn State stand out from other universities, why would you stay here?...**

2. **What makes Lion Ambassadors a unique organization, and how do you see yourself contributing?...**

3a. List the activities you were involved with during both high school and college. You may attach another sheet if necessary.

3b. Discuss an experience within an activity as to why it was meaningful to you.

4a. After graduation, you are given the opportunity to return to Penn State and spend one day and night however you wish. Describe what you would do. . .

4 b. You are creating a time capsule to capture your Penn State experience. Describe what you would include and why....

5. In the space provided, express yourself in any way you choose to introduce the "you" that has not been reflected elsewhere....

If selected to be a member of Lion Ambassadors, Penn State Student Alumni Corps, I hereby state that I will be present at the University Park Campus to serve at least three semesters as an active member of the organization.

I verify that the information provided herein is true . I understand that if at any point during the application process any information is found to be false, I will be removed from consideration.

_____ _____

Signature Date

Section III
Lion Ambassador Membership Information

Preliminary selection is based solely on the application. The basis for final selection includes both the application and personal interview. Interviews will be conducted in the evenings from January 13 to 17 and all day January 18.

Please list below the times you **will not** be available for a 15 minute interview on the applicable dates above:

Monday, January 13: _____
Tuesday, January 14: _____
Wednesday, January 15: _____
Thursday, January 16: _____
Friday, January 17: _____
Saturday, January 18: _____

Please list the phone number(s) where you can be reached during the period of January 10 to 17, so that you can be contacted in the event an interview should be scheduled.

_____ _____
Home Dates

_____ _____
Local Dates

_____ _____
Other Dates

List the name and campus address of the faculty/staff member who will be submitting your recommendation.

_____ _____
Name Title

_____ _____
Campus Address Phone

Return **one** copy of **Section I** and **Section III** along with **seven** clear, separately stapled and collated copies of **Section II** in an envelope by 5:00p.m., Friday, December 6, 1991 to the lobby of Old Main. If mailing, send to:

Lion Ambassadors
Penn State Alumni Association
105 Old Main
University Park, PA 16802

Thank you for your time and interest in Lion Ambassadors and Penn State. Please direct any questions you may have to Nick Potochny at (814)863-3752.

Chapter 4

Visible Differences: Promoting Your Student Advancement Group On Campus

Terry Denniston Espeseth
Director of Alumni Affairs
University of Tennessee at Chattanooga

Visibility is the key to effective student advancement group promotion. No matter how dynamic your program is, you may as well be hiding under a rock if you don't make others aware of it. To make sure your student advancement group gets the visibility it deserves, you need simply ask yourself three basic questions. Who are you? What are you? And what do you do?

But before getting down to specifics, we should make two important distinctions. First, effective promotion of your student advancement group differs from promoting its individual programs. When you promote one particular event, you usually focus on a target audience. But remember that when you promote your student advancement group as a whole, you want as many people as possible to know that your group exists.

Second, before proceeding you should also understand the difference between publicity and promotion. You *can* successfully publicize a single event. But if continuous promotion about the importance of your student advancement group doesn't precede—and follow—that one-shot publicity, your group runs the risk of becoming just another student organization on campus. Yes, publicity and promotion are related. But effective promotion—not publicity—is the fundamental core to your student advancement group's success. Whether you have already established a student advancement program or are just starting one on your

campus, take time to ask—and honestly answer—the following questions before planning your promotional strategies.

Who are you?

Before you start letting others know about you, you better know yourself. Here at the University of Tennessee at Chattanooga, for example, members of our Student Alumni Council are students from all walks of life. They come from all undergraduate classes and represent the various cultures that characterize our student body. We call our group a place where current leaders gather and new leaders are born. Promoting the diversity that defines exactly who your members are will help you spread the word about your student advancement group across campus. Here are a handful of suggestions to help you do just that.

1. Take an inventory. Remember, your members have a life outside your student advancement group. In fact, most of them probably belong to other campus organizations. So first find out what their other interests are. Do your members represent student government and Greek life? How about dorm residents and commuters? Or honor groups and academic areas? The list goes on.

Now assign each member the responsibility of promoting your student advancement group to at least one other organization they represent. If you do this simple promotion year-round, it will keep your group on the minds of others. If a handful of student organizations aren't represented in your ranks, send one of your members to visit those groups to discuss the opportunities your student advancement program offers.

2. Tap into the campus network. On the flip side, encourage your members to share what's happening with other campus organizations at your student advancement group meetings. This will not only promote good working relationships but also will create a network of students who are knowledgeable about campus activities, both social and academic. At UTC, for example, we host an annual campus leaders reception to honor students and their advisers. It gives us another opportunity to tell our story.

3. Create an identity. Consider developing a logo for your student advancement group, wearing identifying clothing, or sponsoring a new student welcome. Find creative ways to tell everyone else who you are.

What are you?

Be sure both you and your members understand your student advancement group's mission, purpose, and objectives. If you don't take time to define what you are, your promotional efforts won't accurately reflect the important role your student group plays on campus. Start with this straightforward advice.

1. Make a plan. To make sure your program stays on track, develop a long-range plan for the next three to five years to outline your student advancement group's goals—complete with promotional efforts for each. True, this plan will take time to develop, but it will help your students direct their programs toward meeting their mission. For a sample of an excellent long-range plan, contact Illinois State University's Student Alumni Council.

2. Keep in touch. Make personal contact with the administrative offices with which your student advancement group interacts. For example, if recruiting high school students is one of your goals, make sure you have the admissions department on your side. The adviser should make the initial contact, but students can help with follow-up communications. Remember, visibility is what you're after. Your ongoing communications can range from a brief telephone update every couple of months to a more formal communication, such as a newsletter.

Here at UTC, I prefer face-to-face contact on an informal basis. But keep in mind that continuity counts. A one-time contact will not help much. You must keep your student advancement group on the minds of your fellow administrators by keeping them up-to-date on your group's programs and services.

3. Lend a hand. Keep your group involved with other campus organizations by helping out with their events. Whether you volunteer with extra hands or financial support, develop a reputation as the student group that's cooperative, dependable, and fun. Here at UTC, our members' spirit and dedication make our SAC a popular co-sponsor for many events. In exchange, we ask only for recognition in all publicity. There's that visibility again. Our financial resources are limited, but when our SAC can help with expenses, we ask to participate in the planning process.

4. Toot your horn. One of the most effective ways to ensure visibility is to keep your top administrators and alumni leaders abreast of your student advancement group's events and programs. Once again, this is not a one-shot deal. It's up to you to keep folks current on your group's plans and accomplishments.

5. Search for support. As an adviser, I've found that it helps to maintain good relationships with other advisers on campus. It makes for sort of an unofficial support group. Through these relationships, I have the opportunity to learn about the strengths and weaknesses of other campus groups—and spread the word about our SAC. What's more, being able to brainstorm and troubleshoot about program ideas with other advisers can really save time in planning.

6. Show your stuff. Produce professional brochures, buttons, and lapel pins to remind people who and what you are. These traditional promotions literally get your name out there.

What do you do?

Often our bread-and-butter promotion comes through our individual programs and activities. If you've done your homework—if you know *who* and *what* you are—you'll get good mileage from promoting and publicizing specific programs. Consider these suggestions as you begin to promote your student advancement group's upcoming activities.

1. Draw a crowd. Plan at least one major event that will attract widespread participation across campus. Every student may not *participate*, but your goal should be to make every student and staff member on campus *aware* of your student advancement group's big event.

This crowd-pleaser can be anything from a mud volleyball tournament to a career day. If you sponsor a social program like mud volleyball, consider donating part of the proceeds to a campus project. Our SAC here at UTC, for example, donated proceeds from its annual oozeball event to the building of a student

amphitheater, a project sponsored by another campus organization. For joint ventures like career days, make sure you've included other key institutional departments in your event planning. It's through such cooperative efforts that the visibility of your program and your student advancement group will shine.

2. Get the word out. Use every possible promotional means to spread word of your student advancement group's programs across campus. Take advantage of the familiar tools right at your fingertips. Run articles or personal ads in your campus newspaper. Broadcast public service announcements on campus and local radio and TV stations. Distribute posters and fliers to popular student stopovers. Deliver the news through your campus mail. Whatever promotional techniques you use, don't take for granted that everyone will hear about your programs. In fact, if you think just the opposite, you'll stand a better chance of covering all the bases.

3. Keep up with the times. Students are always changing, and your promotional efforts must change with them. Remember, too, that as new deans, directors, and administrators come to campus, you'll want to be first on their doorsteps to tell them about all the good work your student advancement group does.

4. Let students speak for themselves. Perhaps no promotional tool is as effective as your own student advancement group members. Here at UTC, I've discovered that the best way to promote our SAC is to always have one or two members with me. Once they take ownership of their program, your members are the ones who will really sell your student advancement group.

Promoting your student advancement group is a process that requires constant nurturing. So what are you waiting for? Get out there and wave your banner. Toot your horn. Sing your praises. Be the marshal of your own parade. If you do, your student advancement group will stand head and shoulders above the rest.

Section 2

Focus and Structure

Chapter 5

Getting with the Program: Student Alumni Groups On Campus

John C. Quakenbush
Assistant Director, Alumni Programs
Franklin & Marshall College

Student alumni groups at colleges and universities are as varied as the institutions they represent. Programs can range from a simple spirit club for the football team to a complex organization that offers students activities similar to those the alumni association offers graduates. But these two programming options need not be mutually exclusive. In fact, the two focuses provide a healthy program mix that can help engage a wide variety of members. Your precise programming combination, of course, will depend on your institution's specific goals and interests. However, before you get into programming for your student alumni group, you'll need to get organized.

A sensible structure

How you organize the student alumni program on your campus will affect your group's purpose and programs. Here at Franklin & Marshall College, the structure of our Alumni Student Association mirrors the executive board of our alumni association. Our ASA adviser is a member of our alumni programs staff, the same staff that serves as a liaison between the alumni board and the college. Our ASA elects its officers from within the organization, as does our alumni board. In both organizations, officers appoint chairs to head up specific projects. Our ASA and alumni board each accept—and select—applications for membership. Finally, our Alumni Student Association represents and sponsors programming for all

our students, just as the alumni board represents all members of our alumni body.

Developing a structure for your student organization that mirrors your alumni board creates a natural means for the two groups to work together to achieve their common goal: advancing the institution. What's more, each group benefits from this partnership. Student alumni group members increase their networking potential and encourage financial support of the institution by promoting alumni involvement in student-sponsored programs. The alumni board, by fostering in students a strong bond with the institution, creates a pool of dedicated alumni from which to draw its future leaders and supporters.

Goal-oriented programs

Fostering this cooperative relationship between your student alumni association and your alumni board creates unlimited programming potential. Co-sponsored programs may feature social, networking, spirit-building, and fund-raising activities. Keep in mind that your student alumni group is not an internally focused entity but a representative of your overall student body. The student alumni group's ultimate goal, therefore, should be to offer programs for the entire student body, not just members.

Of course, your student alumni group's specific goals will depend on your institutional needs. But whatever you set out to accomplish, you should develop programs that will help your student alumni group reach its goals. When we develop ASA programs here at F&M, we always keep the following goals in mind.

- **Get acquainted.** One of our Alumni Student Association's primary goals is to provide opportunities for current students to interact with alumni. Events such as homecoming provide an opportunity for a large group of alumni and students to get acquainted in a predominantly social setting. These large-scale, event-filled weekends also provide the perfect backdrop for class competitions, spirit builders, and other student and alumni activities.

Other events, such as our Dinner for 12 Strangers, allow alumni and students to get acquainted in a more personal, one-on-one setting. (See Appendix B, page 155, for a description.) Whatever programs you decide to offer, help students ease into conversations with alumni by making casual introductions or providing name tags—complete with class years, hometowns, and majors.

- **Make it a class act.** Our ASA also strives to create class identity and unity and build campus spirit. Long gone are the days of freshman hazing and beanies. Unfortunately, these were the same traditions that helped students form class bonds based on common experiences. Today, annual events for individual classes have become the substitute for these extinct traditions. At F&M, for example, we sponsor a Senior Surprise and Freshman Feast every year. In fact, these new traditions have become so popular, we're now developing similar programs for our sophomore and junior classes.

By establishing class unity, you forge a bond that will continue to connect your students to campus long after graduation. As alumni, these dedicated class members will continue to support alma mater—and their graduating class—through both volunteer and financial support. This bond will also make it easier for your institution to ask for—and receive—alumni support. Strong class identity on your campus today fosters institutional pride for years to come.

• **Graduate future leaders**. F&M's Leadership Weekend provides another forum for alumni-student interaction. Alumni volunteers from admissions, event planning, and fund-raising programs come to campus for two days to train and share ideas. By encouraging ASA participation, the alumni office exposes students to the spectrum of volunteer opportunities available to them after graduation. Remember, your strongest alumni leaders will more than likely come from your student alumni group. The more volunteer education and training you offer your student alumni group members, the more active and productive they will be in their alumni activities. Unlike many volunteers, these trained alumni will know exactly what is expected of them and be less likely to make a time commitment they can't fulfill.

• **Enlist extra hands.** You can also call on your student alumni group members for much-needed help around the alumni office. For example, you may ask them to serve as student hosts for visiting alumni or to sit on student panels.

One caveat: This type of volunteer service is among the smallest contributions your student alumni group can make. If you regard your students simply as free labor for the alumni office, you will detract from the important role your student alumni group plays on campus. Sure, students can help out at events. But don't forget to invite them to take part in the fun, too. After all, they helped make your program a success.

The key to success

A student alumni group can benefit your institution in many ways. However, the group will be successful only if your alumni office makes a strong commitment to its future. That means offering your student alumni group members a wide variety of events.

Students will lose interest in a group that participates in only one or two events each year. So here at F&M, we're always looking for ways to involve our student alumni group members. In addition to the programs our ASA sponsors each year, we invite members to local and regional alumni council events, involve them in Leadership Weekend, and enlist their help with homecoming festivities. To prevent burnout, the alumni office also sponsors annual social events to say thanks to our ASA members. Keeping your volunteers happy is always important, both before—and after—they graduate.

Keep your student alumni group members engaged year-round with a varied program mix. The visibility and frequency of these programs will give your student alumni group members a real sense of the importance of their mission.

Chapter 6

The Student Variable: Calculating an Equation for Student Fund-raising Success

Anita Story
Associate Director, Roll Call
Georgia Tech Alumni Association
Georgia Institute of Technology

Most campus administrators realize the true value of involving students in raising money for charity events or student organizations. But when it comes to raising money for the institution, many development officers are less certain of students' abilities. Today, advancement professionals across the United States and Canada are starting to see the value of involving students in institutional development.

Our colleges and universities cannot ask for more enthusiastic, well-informed on-the-spot ambassadors than our students. Just as satisfied customers spread the word about their favorite grocery store, your students can become the No. 1 advocates for your institution. Students and fund raising can be two factors in a productive equation that add up to greater advancement success for every college and university.

Start with sure-fire programs

As colleges and universities begin to tap into their student resources, they have discovered a variety of fund-raising programs that include students. Phonathons are the most common way to involve students in an institution's development efforts. In fact, comparison studies at numerous institutions have shown that, on average, students contact more people—and receive more pledges—than alumni

volunteers. Some development offices look to a campus student organization for a ready supply of volunteer callers. Others pay students to take to the phones to solicit annual gifts from alumni. Not only will these paid students learn the importance of alumni support, they will appreciate the job that helped them pay for their education.

Senior class gift programs have also become a popular—and productive—way to involve students in fund-raising activities. These programs usually consist of a senior project to raise money to support a scholarship fund, endow funds for the library, pay for campus improvements, or, in some cases, actually raise money directly for the annual fund. The most successful solicitation strategy: Ask students to give an initial gift in their senior year and then pledge donations for the first several years after graduation. These successful programs can bring in hundreds of thousands of dollars from individual classes for their institutions. (See Chapter 15 for more programming ideas for seniors.)

However, in most cases, students involved in phonathon and senior class programs focus mainly on the alumni side of the fund-raising equation. Although not often a priority, some development offices also seek to educate current students on the importance of private donations to the institution's annual budget. No matter how successful, phonathon and senior class programs alone cannot do the job. Developing a student foundation program can help you attack the challenge of educating all students—from entering freshmen to graduating seniors—about the need for private support for their education.

Add a solid foundation

Traditionally, we find student foundations at large, public colleges and universities. But a student foundation can be a viable option for any institution that wants to include students in its fund-raising programs. Student foundations may differ with each institution's organizational structure, but their missions are the same: to involve current students in institutional fund-raising efforts.

A student foundation is a vehicle for increasing student and alumni awareness and understanding of an institution's needs for private support. Lasting benefits become obvious as young alumni participation in the annual giving program increases and a core of committed student and young alumni volunteers evolves.

Here at the Georgia Institute of Technology, the annual giving office and students joined forces to establish the Georgia Tech Student Foundation. The GTSF, which operates separately from the Georgia Tech Student Alumni Association, solicits cash gifts (plus pledges from graduating seniors) from current students. The organization invests the contributions in its endowment and allocates the income to student projects. In other words, it acts like a student version of the institution's overall foundation.

The GTSF's main fund-raising program is its annual two-week campaign, which takes place during the fall quarter. Members recruit student volunteers to solicit fellow students for cash gifts. Campaign volunteers compete for more than $5,000 in prizes donated from area businesses.

Knowledgeable volunteers are a top priority. So all student solicitors must attend a training session, where they learn about GTSF's history and organization, as well as how the group will use student donations. Consider using role-playing

sessions to help teach your volunteers good and bad fund-raising techniques.

The goal of the fall campaign is to solicit as many students as possible. A post card (sent to all students) and advertisements in the student newspaper help announce the campaign. Volunteers make presentations to spread the word about the campaign to other student organizations. Campaign volunteers also target residence halls across campus, where "dorm-storming" has become another successful solicitation strategy.

Volunteer fund raisers ask their fellow students to donate at one of three levels, $5, $15, or $40. Donors fill out a solicitation card, and a record of each donation goes into the student's alumnus file when he or she graduates. Donors at the $5 and $15 levels receive such incentive gifts as coozies, cups, and mugs. At the $40 level, donors receive a ceramic stein and an invitation to the Deans' Circle dinner, hosted by the academic deans of the university.

The GTSF's annual campaigns also have increased the number of young alumni participating in the annual giving program. At a time when class size is doubling at Georgia Tech, the GTSF is filling a much-needed void in personal contributions from young alumni. And once in the habit of giving, these young alumni will continue to give to the annual fund program throughout their lives.

Although a student-operated organization, the GTSF operates as a division of the annual giving office. A function of both the alumni association and foundation, the annual giving office offers support in the form of a staff adviser and operating budget. With this support, the students have built an endowment of more than $280,000 over the last seven years. After the initial contribution of $100,000 from an alumnus, almost all contributions to the endowment have come from students. The GTSF has allocated income from its endowment—totaling more than $45,000—to 75 student organizations and projects. In fact, the GTSF provided the seed money to start 20 of these organizations.

Of course, a student foundation does not have to be organized like the one at Georgia Tech. Many student foundations, in fact, do not have an endowment. But, all are involved in fund raising for their institutions. Most student foundations solicit donations from alumni donors, and many of these organizations award scholarships directly from these contributions. By incorporating a variety of fund-raising activities into their programming, student foundations receive strong recognition from students on their campus.

Count on lessons learned

Depending on the direction your student group takes, it can enhance your students' educational experiences in many ways. Most important, student foundation members develop an appreciation for philanthropy and share in the excitement about the fund-raising challenges their institutions face.

What's more, because many students handle every aspect of operating their organization—from typing letters and stuffing envelopes to planning complex fund-raising strategies and soliciting major gifts to training volunteers and choosing scholarship applicants—they learn valuable workplace lessons before they graduate. They already know the type of demands that can and cannot be made in the development arena. They've learned that fund raising is an art that must be practiced. These experiences often make student foundation members and vol-

unteers more committed to and more understanding of an institution's development efforts than other students or fund-raising volunteers.

Institutions across the country can greatly benefit from student involvement in their development programs. Through their participation, students learn the value of private donations to the institution and gain a deeper understanding of their roles as future alumni. The benefits an institution realizes are well worth the time and effort advancement professionals give to develop and maintain a student foundation program. Students possess a wealth of abilities. With encouragement and organization, students plus fund raising can add up to needed dollars and volunteer experience for the institutions that put the equation together.

Chapter 7

Student Ambassadors: Help for Communications And Admissions

Mark A. Jastorff
Director, University Relations and Alumni Affairs
Dickinson State University

Kevin J. Thompson
Admissions Representative
Dickinson State University

Close your eyes and try to imagine your institution as a bicycle. The frame, pedals, gears, and wheels each symbolizes one of your institution's separate functions yet means nothing without the whole. Now look at the chain. Each link represents a part of your institution's plan to communicate with its varied constituencies: campus newsletters, alumni reunions, direct mail appeals, annual phonathons, and press releases. Together, the links power the machine. But the chain, like ongoing communications, is useless without being a part of the whole.

Many institutions are discovering—or maybe rediscovering—what may be the most important and strongest link of all: programs by students for students.

Building a bicycle for two—or more—ambassadors

Inviting students to help promote your institution offers rich dividends both immediately and in the future. Students bring a fresh perspective to a variety of campus and community audiences, generate creative programming ideas, and often graduate to become your future alumni leaders.

The Dickinson State University Ambassadors are an essential arm of the university's total public relations effort. The student ambassadors are visible at virtually every campus event—from presidential receptions to faculty teas to football games. Through volunteer service to both the alumni and admissions offices, members have the opportunity to serve a variety of ambassador roles on—and off—campus.

• **Welcome greetings.** Simply meeting guests at the door with a smile or helping store their coats adds a touch of class to any campus event. So don't hesitate to ask your creme de la creme to serve as student-greeters at your next special event. Their presence will yield a visibility that alumni and other campus guests will immediately recognize, appreciate, and remember. You know what they say. You only get one chance to make a positive first impression.

Here at Dickinson State University, our ambassadors are the only campus group to serve as greeters, hosts, and hostesses at the president's home and many community functions as well. Their involvement not only helps us introduce our current students to a variety of off-campus audiences but also gives students the opportunity to interact with influential campus and community leaders. Of course, we encourage student ambassadors to mingle after their work is done.

• **Shared memories.** Our Golden Grad Society reunion is a favorite annual event for everyone involved. Each summer, our student ambassadors are on hand to take the returning 50-year graduates on campus tours and help the alumni staff attend to countless reunion details. What's more, when the seasoned alumni swap stories, they also share institutional history with student ambassadors. It's a rewarding exercise for all.

• **Campaign calls.** Our student ambassadors also serve as the core group of volunteers for our annual phonathon. It's natural that these enthusiastic students bring a flair to the telephone that immediately bridges the gap between alumni and the current campus population. And we save training time and money because our ambassadors are already educated about the purpose of the campaign, the role of the alumni association, and the university's mission.

• **Board support**. Our student ambassadors also raise the level of consciousness of the alumni association on campus. Ambassadors are everywhere—giving tours, raising funds for scholarships, hosting events, and sponsoring their own fund-raising projects. All of these activities heighten the awareness of the alumni association across campus. The students' willingness to work on behalf of the university has a rejuvenating effect on our alumni board, too. In fact, the ambassadors have recently become an official branch of the association—complete with their own student representative on the board. This relationship promises to strengthen even further the ties between alumni and students.

• **Community support**. We always try to add a DSU flavor to community events, as well. Ambassador involvement in off-campus events reinforces that our faculty, staff, and students are involved in civic and service organizations throughout the community. This additional channel of communication between students and community leaders strengthens the university's ties to the community and helps offset those inevitable PR problems that arise.

At DSU, one of our most visible community relations programs is the pop-top collection for the local Ronald McDonald House. Since we already collected cans on campus for scholarships, we simply added a pop-top drop-off for the local charity. The three-for-one program addresses environmental concerns, adds to the university's scholarship fund, and helps generate goodwill in the community.

• **Future leaders.** Of course, we're counting on our student advancement group members to stay involved after graduation as alumni leaders. These student volunteers will be the heart of many future alumni projects. We feel they hold a special key to the future success of our young alumni programs.

• **Return benefits.** For all their hard work and commitment, our student ambassadors realize significant returns on their investment. Through their volunteer activities, we offer our ambassadors the chance to get to know campus VIPs and prominent alumni, many of whom will become valuable career contacts. In addition, student advancement group members have the opportunity to hone communication and public relations skills that will help them succeed before—and after—graduation.

Gearing up for admissions

A talented pool of student volunteers can prove crucial to an institution's student recruitment efforts, especially in a small shop. Students bring a tell-it-like-it-is perspective to the recruitment process that both prospective students and their families appreciate. Indeed, this candid campus view is often a clincher in the decision-making process.

Here at DSU, our student ambassadors are involved in the entire recruitment process—from initial contact to the opening days of class. Involving ambassadors throughout the recruitment cycle means new students can look for at least one familiar face when they arrive on campus. And that contact can make all the difference to a student struggling with the transition to campus life.

• **First contact.** Often the first time prospective students hear about your institution is when you pay a visit to their high school. Our ambassadors are frequently the representatives who make these visits—at the request of guidance counselors—to sing the praises of DSU and discuss timely topics relevant to higher education. We try to send ambassadors to high schools near their hometowns. Obviously, when possible, they're graduates of the school they visit. High schools are understandably proud of their graduates and like to show them off just as much as we in higher education like to showcase our alumni.

We also encourage ambassadors to call students from their hometowns and surrounding communities during their vacations. We provide each ambassador with a list of prospective students, phone numbers, and any other pertinent information for their hometown areas. Each day they've encouraged a prospective student to consider DSU, ambassadors file reports via the admissions toll-free line. They also drop off information with area high schools, often speaking with school administrators and guidance counselors, which in turn strengthens awareness of our ambassadors and university.

• **Guiding forces.** Another visible way to make the most of student ambassadors is to invite them to serve as tour guides for campus visitors. We train all ambassadors to be tour guides at an annual orientation session, which features important background information, a tour from the senior admissions representative, and tips on sidestepping troublesome situations. We encourage our ambassadors to present an honest perception of the university during their tours. Nothing is gained by glossing over whatever weaknesses exist. In addition, we always remind our ambassadors that DSU isn't right for every student.

Our campus is small enough that we provide tours on request, so we simply post upcoming tours and ask the ambassadors to keep an eye on the schedule. We rarely have difficulty supplying tour guides because each ambassador has office hours and we keep class and work schedules handy. For tracking purposes and future follow-up, we maintain a file on each visitor that lists who conducted the tour and any potential questions or information for future use.

• **Follow-up phone calls.** In this era of shrinking budgets and staff travel cuts, telephoning prospective students is an effective recruitment tool. So here at DSU, a couple of weeks after prospective students visit campus, student ambassadors call to see if they have any questions. This personal touch becomes critical, especially on our small campus, and weighs favorably in the prospective student's decision-making process.

Training is quick and simple. What we want is a straightforward student-to-student connection, not a slick presentation. So we supply a crib sheet, a list of important questions, and a few phone etiquette reminders. All it takes is a night, a positive attitude, and the admissions office phone lines. The rest is already part of being an ambassador. In the event that a sticky situation arises, we make sure to always have an admissions representative on hand to help.

We also use ambassadors for phone follow-up to all of our inquiry pool. The student volunteers contact graduating high school seniors to determine their interest in the university and answer any questions they may have. The phone call is great for culling your inquiry pool and for evaluating your recruitment program. But be careful to use only your top ambassadors for the toughest calls. They must be your best listeners, your strongest communicators, and your most knowledgeable advocates.

• **Friendly faces.** Our student ambassadors don't think their job is done when a prospective student chooses DSU. During the first week of school, we ask them to call the students they had contact with during the recruitment process. Ambassadors also wear their name tags, T-shirts, or sweaters to help lost, confused, or intimidated newcomers find a friendly face on campus. That extra touch can save a lot of heartbreak and worry for many a new student.

• **Training**. Instrumental in the success of an admissions ambassador program is making sure your students know what they're talking about and how to handle all sorts of situations. We provide all our students with a comprehensive training program that covers the history of the university, the role of each campus office, and the names of key personnel. We also offer sessions on financial aid basics, departmental academics (such as class offerings, lab availability, and professors), and student services. It's also important in this era of changing demographics to include special sessions on nontraditional student needs and concerns.

To incorporate reality into your training, design role-playing exercises. Cast veteran members in the role of graduating seniors in the search for a school and let your student-recruiters practice different responses. Such role playing will help your student volunteers learn the right—and wrong—ways to handle awkward questions and recruitment predicaments.

Coasting on a downhill journey

College and university campuses across the United States and Canada are turning student talents into improved communication and recruitment strategies. Their efforts to train these students nurture a dedicated, loyal volunteer force that will continue to put its talents to work for alma mater long after graduation day. Student advancement group members—like the DSU ambassadors—make that bike a whole lot easier to peddle.

Chapter 8

Keeping with Tradition: Student Advancement Programs At Urban and Commuter Institutions

Scott R. Williams
Director, Programs and Services
University of Illinois Alumni Association

One autumn afternoon, two student leaders and two alumni office staff members were casually bemoaning the general lack of school spirit and student involvement at our urban institution, especially compared to more traditional university campuses. Before long, the conversation focused on pre-football game tailgate parties and their widespread popularity among students, alumni, faculty, staff, and friends of the campuses that sponsor them. The discussion went something like this.

Staff: Too bad we can't develop that kind of spirit here.

Student: Maybe we can.

Staff: Well, it's just that we don't have anything like tailgating. It's more than a party; it's a tradition. People expect it.

Student: So, let's start getting people used to the idea here. Let's have our own tailgate party.

Staff: Look, there's nothing we'd rather see. But we don't have a football team.

Student: So, we'll build it around hockey.

Staff: But students don't go to the hockey games.

Student: They would if we gave them an incentive. If we could get them into a game, they'd see how much fun it is.

Staff: But, you need a big open field for a tailgate party. We don't have one.

Student: No, but we have plenty of parking lots. We'll hold our tailgate party in the parking lot across from the ice rink.

Staff: You don't understand. You need to have tents in case of rain, and . . .

Student: If it rains, we'll just move the whole thing inside the big parking garage next to the ice rink. No problem.

Staff: What about all the people who park their cars there?

Student: What, on a Saturday? No one parks on campus on Saturdays. It's like a morgue around here.

Staff: So what makes you think people will come on a Saturday for this?

Student: I don't know for sure. But if we don't start doing something, we'll never enjoy the traditions and participation other campuses do. We'll run the idea by other student organizations, but I'll bet they'll be interested.

No matter what arguments we "professionals" presented, the students managed to turn our negatives into positives. Their enthusiasm to start a new tradition won out over our inability to see campus life in a new way. And so, TAILGATE was born at the University of Illinois at Chicago. Eight years later, TAILGATE has grown into a standing tradition. In fact, it's become the biggest all-campus event of the year.

The successful event also provided the focus around which we formed UIC's Student Alumni League. With TAILGATE as an example of what could be accomplished, SAL selected as its motto, "Establishing New Traditions at UIC." Our SAL's success has prompted me to encourage student advancement groups at all urban and commuter campuses to concentrate on creating and developing traditions. Keep reading for practical advice on how to do just that.

Rethinking the nontraditional campus

Tradition may be defined as an inherited pattern of cultural continuity, a living piece of an institution's identity passed from one generation to the next. Urban and commuter campuses are frequently labeled "nontraditional" because the student body doesn't reflect the same demographics that have characterized colleges and universities for the last several decades. Likewise, nontraditional describes institutions that don't offer the commonly expected social opportunities available at older, residential campuses. To put it another way, nontraditional campuses frequently are simply those without traditions.

A combination of the following characteristics typically defines a nontraditional campus. No doubt, at least a couple of these traits apply to every nontraditional institution. Here at UIC, they *all* apply.

- The vast majority of students commute to campus each day, and most are employed somewhere off campus.
- Class identity is virtually nonexistent because many students' work schedules don't allow them to complete degree requirements in four years.
- More than likely, the institution has no football or nationally recognized athletic program.
- The campus setting is decidedly urban.
- The average student age is older than at more traditional campuses.
- Many students are first-generation college students. In major urban centers, many are children of immigrants.
- Alumni tend to live in the area.

- The ethnically and culturally diverse student population represents the population of the city where the nontraditional institution is located.
- Few, if any, long-standing traditions exist.

Institutional advancement officers at "traditional" institutions tend to view these attributes as disadvantages, simply because they don't describe life at *their* alma mater. By definition, they say, nontraditional students lack the time, loyalty, spirit, social interest, and unity that traditional students offer. And they make a good point. But this chapter will prove that—with the help of an active student advancement group—institutional advancement professionals at nontraditional campuses can turn these perceived disadvantages into advantages.

Sizing up your students

Your students are your alumni of tomorrow. So you should learn all you can about them—before they leave campus. Here at UIC, we've spent a good deal of time studying our student body. And we've discovered that our nontraditional students—by definition—also possess many desirable traits. Here's our composite description of typical nontraditional students.

- **They're practical.** Having a job—and the responsibilities that come with employment—gives students a realistic impression of the value of education, not to mention the value of the dollar. Juggling work, class, and transit schedules has taught them to manage time and responsibilities efficiently. What's more, because most nontraditional students are older than their average traditional counterparts, they have additional years and experiences in their favor. They probably chose your institution because it was the most practical choice.
- **They're realistic.** By the time they attend college, many nontraditional students have learned that there really is no such thing as a free lunch. They don't expect anyone to hand them something for nothing. They expect to work hard to achieve their goals.
- **They're independent.** Most nontraditional students didn't grow up thinking a college degree was a foregone conclusion. Many may not enjoy the same family and community support structure as traditional students. Mom and Dad didn't "go to school here," so they didn't choose your institution for its social aspects. They came to get a degree.
- **They're determined.** Usually, nontraditional students made the decision to earn a degree—not their parents. This isn't four more years of high school, it's a realistic step toward improving their own positions in society and society itself. For nontraditional students, there is hope in this determination, as well as perseverance, industry, and focus.
- **They're excited.** Nontraditional students are as enthusiastic about the present as they are about the future. College is an opportunity for them, and they appreciate it. The fact that they don't take their college degree for granted gives them a positive energy and a contagious zeal. These students are fun to be around.
- **They're urban.** Diverse in both culture and ethnicity, most nontraditional students tend to accept difference as the normal state of affairs. They readily see the benefits of inclusion and cooperation as opposed to exclusion and competition. Tempered by their practicality, nontraditional students often have an "anything is possible" attitude. Their campuses may lack the pleasant, park-like setting

found at more traditional institutions, but they are charged with energy, vitality, and expectancy.

• **They're dedicated.** Nontraditional students also share a willingness to work and apply themselves. They're willing to put up with considerable burdens—time, job, family conflicts, and the like—to pursue a college degree.

Making a connection

But let's face it. Nontraditional students don't arrive on your campus with a prevailing sense of its institutional heritage. They get their degree and get out. But don't despair, your student advancement group can help. It's in the unique position to help these students participate in traditional programs that will encourage positive campus experiences—experiences that will give way to lasting memories. And these memories will translate into alumni loyalty and support.

Over time, as your student advancement group repeats and strengthens its programs, these events evolve into traditions that give your students a sense of community. When that happens, campus buildings assume familiarity and character. Convenient snack shops become nostalgic gathering places. Certain faculty, staff, and peers remain lifelong friends.

Please don't doubt for a second that your student advancement group *can* have this degree of influence. When our most prestigious academic institutions were first established, all college students were nontraditional. And yet, they managed to come up with such events as homecomings, TAILGATE parties, school songs, reunions, athletic rivalries, mascots—even alumni associations. Today, your student advancement group can help your campus build rich and varied traditions where none now exist.

But should that be your business? Absolutely. Do nontraditional students want more social opportunities? Ours do, and it's probable that yours do, too. Although your students may have selected your institution as their most practical choice, they don't purposefully shun social interaction. All of us appreciate the chance to get involved and contribute. Think about it: No one goes out of his or her way to avoid having a good time.

Creating new traditions

TAILGATE is our most successful newly created tradition at UIC. The key to its success: flexibility. The program took a proven concept (tailgate parties near the stadium before a football game) and adapted it to a different environment (TAILGATE parties in a parking lot before a hockey game).

Alcohol is a common ingredient at most tailgate parties, but we decided it shouldn't be essential to our campus mixer. So two years ago, we decided TAILGATE would be dry. The first year, attendance and participation dropped significantly from the all-time high the year before. But school spirit among tailgaters was possibly the highest it has ever been on this campus. Eight years ago, we didn't have cheerleaders, a dance team, or a costumed mascot. This year, people roared with cheerleaders, kept step with the dance team, and paid to have their pictures taken with the UIC mascot. And competition in the decorated car contest was intense.

• **Homecoming.** Again, most campuses build this traditional program around their football team. But our TAILGATE success taught us that we could score big with other sports. So when a transfer student from Old Dominion University told us about its basketball homecoming, we started plans for a similar celebration to take place before one of our mid-winter home basketball games. We've had five homecoming weekends so far, including king and queen selection (based on school spirit, campus knowledge, and involvement), a banner competition, and a semiformal dance. Chicago's many cultural institutions offer plenty of exciting locations for our annual dance, which has started to attract alumni, too.

• **New Student Weekend.** This program makes a perfect match for your student advancement group because it draws together both students and alumni. The popular program was started when our campus opened its doors 28 years ago. Members of a local YMCA wanted to introduce students who would be attending the new commuter campus to one another during a weekend camp-out before the school year began. When organizational problems led to the program's elimination in 1988, our Student Alumni League was ready and eager to take over. Since then, students have gradually assumed control of the program, which has continued to mature and gain the support of campus ministries, athletics, student affairs, and the leadership development and counseling offices.

As expected, the students who attend New Student Weekend start their first semester at a decided advantage over others who feel lost in the sea of unfamiliar faces. The end result: Participants form permanent friendships and become active, involved student leaders. More important, they remain active and involved as alumni, often going on to become program counselors and devoted donors. In fact, when we ask atypically supportive UIC alumni why they exhibit more institutional dedication than the vast majority of their classmates, they often reply that it all started when they attended New Student Weekend.

• **Ambassadors.** The nontraditional campus also offers unlimited opportunities for student ambassadors—volunteers who pitch in with the institution's public relations activities. Many student ambassadors give tours to visitors and prospective students and serve as hosts at campus events. Others join forces with the admissions office to call newly accepted students to answer questions or visit area high school college fairs to promote their institution. (Remember, among high school students, there is no source more credible than students speaking about their colleges or universities.) Your student advancement group members may even be able to work with the mayor's office to serve as official student representatives at professional conferences and trade conventions in your area.

At the University of South Florida, student ambassadors focus on community relations at the local, state, regional, and national levels. Members are on hand to meet and greet dignitaries visiting the city or campus. In exchange, these student ambassadors benefit from an excellent networking opportunity.

• **Institutional development.** Your students can also make excellent fund raisers. They're ideal volunteers to staff the telephones during your annual fund. True, the lack of a strong class identity makes traditional class gifts a bit less effective, so don't call it a class gift. Call the program something else and adapt the concept to your campus. Your students will have no trouble coming up with a worthwhile project tailored to the needs of your campus. You may even want to invite them to come up with their own idea for a new fund-raising event.

• **Athletics.** The proven success of programs built in support of football and

basketball teams intimidates those of us who don't have such programs on our campus. However, any organized sport can work for you. If your students enjoy the game as spectators, it can be a seed waiting to grow into a mighty tradition. It just needs a little nurturing. If, on the other hand, your campus has no spectator sports at all, see if your students want to *play* instead of watch. Intramural sports offer great opportunities to build contests for the whole campus. Or invent new games, such as mud volleyball, that everyone can play.

• **Datebook.** *UIC Daily*, our calendar/planner book, has served as our primary fund raiser since we borrowed the idea from our sister campus in Urbana-Champaign. Students supervise the design, printing, marketing, and distribution of this popular appointment book—complete with important dates of UIC events and campus photographs. If your institution doesn't have one of these convenient calendars, look into it.

• **Yearbook.** UIC didn't have a yearbook. But in 1991, our eager students helped build another new tradition, the *UIC Yearly*. A yearbook serves as an archival document that preserves a record of your campus for a given year. Without one, alumni have no reference to remind them how life was when they were on campus. It's equally valuable for current students, who feel better about the institution and their involvement. Incidentally, seniors who come in for yearbook portraits are prime candidates to receive an alumni association greeting. This is a proud and happy time for them, and they're receptive to what you have to say.

• **Alumni.** Too often, it seems that this important audience gets left out of student advancement groups and their programs. Remember, without alumni, our student advancement group would be just another student organization. What's more, a major advantage of your nontraditional alumni is that the majority probably live in the area. Your student advancement group can help develop relationships with alumni in corporate positions—alumni who may be able to underwrite the expenses of a future program. Small town merchants have been sponsoring projects at traditional campuses for years. Those of us on nontraditional campuses in urban areas have even greater potential.

Granted, none of these ideas are new. That's the point. We've borrowed all of the programs described here from other institutions—usually more traditional campuses. You, too, can take a traditional student program and—with a little work—adapt it to appeal to the nontraditional students on your campus.

Parting advice

Don't start anything before you talk to your students. They're the best judges of your campus needs. Too many of us make the mistake of deciding what's best for our students without consulting them. It doesn't work. Your nontraditional students won't waste their valuable time on projects they don't buy into, and you'll wind up frustrated. The best programs are the ones that give students a real sense of ownership.

Realize that your commitment is long-term. Our advancement offices are developing student advancement groups for the selfish purpose of identifying and educating future leaders. (It happens to be a lot of fun along the way, but that's not the real reason we're in this.) You will not kick off a program this year and realize a significant increase in alumni support next year. Plan to be there years

from now, promoting the same goals. Make sure your senior staff, volunteer leaders, and administrators appreciate that you're working on distant future rewards and don't expect immediate returns on your work. You'll need to repeat most programs a few times before you can judge their success or failure.

Don't forget to take advantage of district and national Student Alumni Association/Foundation Network conventions. (See Chapter 19 for more details.) You and your students will receive an amazing dose of enthusiasm. At UIC, students who have earned active member status—by attending most Student Alumni League meetings and actively working on at least two programs—can attend conferences at half price. Our SAL pays 50 percent of their registration and transportation costs, and students pay the remaining half themselves. This system gives our students an added incentive to attend conferences while at the same time ensuring their personal commitment.

As a student advancement group adviser, be prepared to help your students in interpersonal relationship development. They don't have the advantage of living in a dorm and learning how to get along with other students in a residential setting. If your students need your help, and you're not a trained professional counselor, use your campus resources. Your campus counselors are usually eager to get out and do consultation sessions with your student advancement group members. Check it out with your counseling center.

Meet when your students can meet. Remember, they probably won't be able to conform to your regular weekday schedule. In terms of frequency, I think weekly meetings of your executive leaders are essential for good communication. Without them, you'll find that the academic term flies by before you've had a chance to develop as an organization. Other committees should meet as often as necessary for good planning.

Feed them. When you have a meeting, or any event that involves students, refreshments always increase attendance. This applies whether your students are nontraditional or traditional. They all eat.

Have fun. Sure, this is part of your job. But with the right attitude, it can be the most enjoyable part. Working with the enthusiasm, idealism, and optimism of the nontraditional students on this campus has been an extremely rewarding experience for me. Don't get me wrong: We're not finished here at UIC, and we surely don't have all the answers. In fact, we've got a long way to go before faculty, staff, alumni, and friends get as involved in our programs as our students do. That's why we've included these important audiences as the major focus of our strategic plan. As long as our programs only appeal to students, we're not developing the genuine sense of tradition that gives an institution its identity.

So get out there with your student advancement group and have some fun. Think of it this way: Establishing new campus traditions can be a whole lot more fun than working around cumbersome traditions of mammoth proportions that have been around so long they won't budge.

Section 3

Advising Student Advancement Programs

Chapter 9

The Adviser's View: An Investment with Unbeatable Returns

Barbara Tipsord Todd
Assistant Director, Alumni Services
Illinois State University

Although I'm only 30-something, about 80 college students call me "mom." And that number grows steadily every year. My "children" are members of the Illinois State University Student Alumni Council, an organization ISU started in the late 1970s to help bridge the gap between current students and alumni. As the organization's adviser, I have the opportunity to work daily with motivated, creative, and talented alumni-in-residence. In addition to being involved with their work in SAC, I also frequently wind up being involved in their academic, personal, and extracurricular lives.

I'm flattered these students consider me a substitute mom. And I really don't mind the extra roles I play in their lives. To some of these students, I not only *represent* their university; I *am* the university. If they associate me with such motherly traits as tradition, open arms, warmth, and caring, our SAC has succeeded in bringing these students into our ISU family.

The benefits of a student program like ours should be obvious to everyone. We all know developing positive alumni relations can be difficult. Successful student alumni and foundation programs can help make this job easier by turning students into good alumni while they're still on campus. The programs, activities, and services are an excellent way to educate students on how to be good alumni.

Current alumni also benefit from SAAs. They appreciate meeting students and are pleased with the caliber of scholars attending their alma mater. Former students also enjoy finding out what campus life is like now.

What's more, getting to know the students lets us alumni administrators prescreen future chapter leaders, committee volunteers, alumni board members, and donors. In turn, these future alumni can get a head start on networking with other graduates, developing a deeper appreciation for their institution, and gaining hands-on experience through involvement with a multitude of activities.

"Being able to cultivate students as good, active alumni long before graduation day is a great opportunity for the alumni association," says Bethany A. Lent, director of alumni relations at Johnson & Wales University in South Carolina.

"Our SAA members gain valuable leadership experience as university representatives for the admissions, career development, and especially alumni relations offices. One of the things I enjoy most as their adviser is the spirit and extra effort they make enriching the college experience for themselves and their classmates."

A sound investment

As with any new program, starting a student advancement group can be hard. In these economically tough times, deciding to expend staff time and money on a program that doesn't directly help alumni can be especially difficult. Nevertheless, you should consider the long-term advantages of a student alumni program. Although most of the benefits are intangible—good feelings for the campus, positive public relations for both the institution and the alumni association—you can see some concrete results.

Student program participants tend to be more loyal alumni and better chapter leaders. At Illinois State, four of our 25 current alumni board members were active in our student alumni or foundation programs. Another former SAC president served as secretary for the board just three years after her graduation. Through their interaction with our office, these former students were better prepared and more willing to be alumni volunteers.

In addition, some alumni directors have found former SAA members' participation rates in annual fund drives and capital campaigns to be higher than those of the average alumni population. For example, 50 percent of the Ambassador SAA alumni at East Carolina University are donors, says Cindy Callaway, ECU's telemarketing director, compared to only 20 percent of overall alumni. She also says 75 percent of these alumni are involved with the ECU alumni chapters in areas where they live.

"Having an SAA is an investment," says Tracy Connelly, assistant director of alumni relations at Western Michigan University. "Like any other investment, it costs time and money. But the return far outweighs the initial cost."

Getting started

Beginning a formal student alumni program requires four basic steps:

1. Research the need. Although most campuses could probably benefit from a student program, the exact need will vary from institution to institution. In addition to student alumni associations, student foundations and student ambassadors are two additional campus programs that serve important but different functions for your institution.

Student foundations work closely with the development office to teach students about fund raising and help meet the institution's needs. Ambassadors, usually more involved with public relations activities, may work with admissions in recruiting students and giving tours or may help the president's office host events for campus VIPs. It's vital to decide which sort of group best suits your campus before you seek support from the appropriate campus offices.

2. Secure the resources you need. Finding adequate resources goes much deeper than having money available to print meeting notices. An active group requires a staff member who's available to help, an operating budget to pay for programs and services, a space members can call their own for working on projects and conducting meetings, office equipment and supplies, and food and social events to keep members motivated.

Seek out sources other than your own budget. Many campus offices stand to gain from such a group, so others may be willing to provide seed money to get the program off the ground. For instance, admissions offices may contribute for programs that deal with student recruitment.

At Illinois State, our athletic department has funded programs that promote spirit at intercollegiate athletic events. Also, the *Parents Guide to ISU*, published by SAC, receives half its funding from a parents association grant from gifts parents have made to the university's annual fund.

And of course, tap into your alumni association's budget and even your SAA member's resources. For example, a few years ago we began charging SAC members $2 dues, which we put into the social committee's budget. Though the added dollars are minimal, they have helped fund more social programs for the members than we were able to sponsor before.

It's nice to have such funding to depend on, but many student alumni groups have to conduct their own fund-raising activities as well. Finals-week survival packages, birthday cakes, balloon bouquets, calendars, posters, sweatshirts, and T-shirts are just a few ideas many groups use to make money.

3. Find good students. Of course, these are the key to a successful group. Membership can be open or selective depending on the type of organization you want and the goals you've set; either any student can join or you can choose students through an application process. You may want to handpick your members for the first few years until you determine the direction you want your program to take. When looking for members, contact faculty and administrators for recommendations, ask each department to send a representative, and solicit scholarship recipients.

We have an open membership policy at ISU; any undergraduate student can join SAC. To be counted as active members, students must pay the annual $2 dues, work in the Student Alumni Council office at least one hour each week, serve actively on at least two committees each semester, and attend general council and committee meetings.

We recruit members by advertising to freshmen during their student orientation, distributing fliers to all residence hall students, and sponsoring an informational meeting during the first few day of class. However, many of our new members have already heard about the organization from friends who are already involved. We also offer approximately $1,000 in scholarships each year to two to four freshmen who agree to become active Student Alumni Council members for at least one year.

4. Turn 'em loose. Once students get involved, you'll be amazed at how quickly things happen. With the proper guidance and direction, students can accomplish anything.

Your role as adviser will adapt to fit the needs of the group. An executive board with seasoned members may require little guidance, while a board with several newer members may need more structure. I also tend to become more involved with new programs, meet more frequently with younger committee chairs, and ask more questions of students who have let things slip on other projects.

Some student leaders are great at keeping members involved and enthusiastic; others excel at organizational details. Some need training to be effective leaders; others are ready to tackle their jobs right away. As an adviser, you must learn how to deal with each student on an individual basis.

At some point, though, you should turn over the day-to-day operation to the SAA officers and ease into your role as adviser. In a mature organization, an adviser's role becomes less defined. A group of advisers at the 1991 CASE District V conference used the following words to describe themselves: confidante, facilitator, calming factor, motivator, role model, teacher, challenger, moderator, and enforcer. Other advisers describe their roles as cheerleader, resource person, friend, mentor, devil's advocate, public relations manager, sounding board, and strategic planner.

Barbara Wright-Chollet, director of student programs at the University of Nebraska-Lincoln, says her role is to be the liaison among the students, the alumni association, and all other campus offices with which they work. She is also responsible for the budgeting and leadership training for the group. All of these responsibilities are necessary to help her SAA meet its primary goal: preparing students to be effective alumni.

"We should encourage our students to take risks, learn from failure, ensure change to meet the needs of our campus and society, and constantly develop and hone their leadership skills," says Wright-Chollet. "Is this an all-encompassing job for an adviser? Yes—but along with that responsibility comes tremendous gratitude and satisfaction as you watch the students leave campus and become successful, productive citizens who are also proud and supportive alumni."

Something for everyone

In addition to motivated students, a good organization includes programs and services appropriate to the resources available.

True, not every student alumni group will be able to organize a mud volleyball tournament for 50 campus clubs or plan homecoming activities for the entire campus. That's why events can be as large or small as resources and funds permit. For alumni offices with tight resources, involving a limited number of students in homecoming or other special alumni events can be a viable alternative to a formal student program. And, in addition to acquainting students with the alumni association, you may also be able to involve them as interns or work-study students to stretch your staff resources.

Whatever their scope, your activities can serve several audiences: alumni, current students, future students, parents, and the community. Some programs will, of course, overlap with more than one audience. Investigate your campus needs when

determining which of the following are appropriate for your student volunteers.

• **Programs for alumni.** At Illinois State, these programs start at the top because we involve our Student Alumni Council members with our alumni association's board of directors as much as possible. The outgoing SAC president serves a one-year voting term on the board. What's more, SAC members serve on several board committees and help during our homecoming luncheon.

Events such as class reunions and chapter meetings are a great opportunity for students and alumni to socialize. Alumni enjoy talking to current students about their favorite professors or hangouts and hearing about changes on campus. Students can share their opinions on what they'll want and need from the alumni association during those first few years after graduation.

• **Programs for current students.** Anything that puts the alumni association's name in front of students can be valuable. Activities can range from a new-student retreat to a bike race for scholarship money to a festival with wacky Olympic-style games to career exploration workshops. Since positive experiences for students create positive attitudes when they become alumni, these kinds of programs lay the groundwork for the future.

• **Programs for future students.** Student advancement programs can often play an important role in student recruitment. Popular activities include providing campus tours, hosting high school students on campus for leadership training or scholarship competitions, working with high school guidance counselors, and hosting summer receptions in the new students' home communities before school begins. Parent and sibling activities also encourage prospective students to visit the campus for a fun weekend.

• **Programs for the community.** Students can be excellent campus representatives. With the proper training, they can build their own speakers bureau to use throughout the region. Community service projects, such as visiting homes for the elderly or providing gifts to needy youth, also develop positive public relations. And students will appreciate the chance to give something back to society on behalf of their institutions.

One program we're considering is an event at a local retirement community where many of Illinois State's alumni and annuitants live. The program might include a video or slide show, the university hymn, or a skit, with time afterward for SAC members to mingle and talk with residents.

A pat on the back

One of the SAA adviser's most important roles is keeping the group active and dynamic. Because of the great demands on college students today, you must work hard to keep them involved. They need to be motivated, thanked, and rewarded just like other volunteers. They need to feel ownership in the organization as well as in its activities. They must learn the great taste of success and sometimes the sour taste of failure.

It's easy for us on the staff to fall into the habit of doing it ourselves because it's easier than training, listening, motivating, and watching. However, an organization that's adviser-fueled rather than student-fueled is probably not meeting its goals. Students want to gain from their experiences. They're in college to learn, and learning includes more than book knowledge. If you don't teach students how to

be active, responsible members, will they know how to be active, responsible alumni after graduation?

Professionals who work with volunteers realize an organization is only as good as the people behind it. I remind myself constantly that my students are volunteers; given ISU's open membership policy, not every student will have the same motivation, talents, and time to give. In addition, I remind them that although I wish their Student Alumni Council projects could always come first in their lives, I know their academic work must be on top. However, I do hope SAC is a close second on their priority lists.

Keeping students motivated requires continuous attention. They always appreciate personal notes for a job well done, academic excellence, or achievements in other activities. I constantly thank members for their contributions. And our alumni staff works hard at making the students feel comfortable in the office.

Students also appreciate being recognized by their peers. So I encourage committee chairs to write notes and publicly thank members for their work. Each year, the membership also selects a member of the year and an outstanding first-year member. Each receives a plaque and a gift. We add the name of the member of the year to another plaque in my office.

Whether your motivational methods include a plaque, a gift, a sincere word of thanks, just remember that a little appreciation goes a long way toward keeping students committed to your campus.

Keeping the connection

No matter how wonderful your programs are, if your student members don't become loyal alumni after graduation, there's a missing link. That link may disintegrate between graduation and the present, not necessarily between enrollment and graduation.

That's why maintaining the connection after students leave can be just as important as creating it. To keep in touch, try special newsletters just for graduates of your student program, personal invitations to attend events and participate in chapters and clubs, and student alumni reunions.

Julie Larson, director of student and parent programs at Iowa State University, recruits SAA alumni as volunteers for the ISU Ambassadors program. Members of this program are ISU alumni who help draw students to the university.

At Georgia Tech, associate annual fund director Anita Story says SAA and student foundation alumni remain active through the annual fund. "We have a large volunteer program for our annual fund and an active young alumni program," she says. SAA and SF alumni get involved in all kinds of fund-raising programs, such as letter-writing campaigns, personal solicitation, and matching gift funds.

Our SAC alumni serve on board committees, help with homecoming, and participate in regional chapters. We send them a special SAC alumni newsletter at least once a year and invited them to a reunion luncheon the year we celebrated SAC's 10th anniversary. Many SAC alumni maintain personal correspondence with me and other staff members.

Ready for the future

As alumni administrators, our interest in SAAs should be a selfish one, since they benefit not only our institutions but our profession as well. Few of us have degrees in alumni relations or fund raising. Although our student program alumni didn't receive a sheepskin in one of these fields either, they did receive on-the-job training by working with alumni and development staff. They already understand what we do and why. They're familiar with advancement jargon. And they obviously care, or they wouldn't stay involved.

When I did an informal survey of 17 student alumni and foundation advisers from across the U.S. and Canada, I found that 19 alumni of these programs are now (or have been) advancement professionals. I guarantee you those individuals were, from the first days on the job, much more knowledgeable about their work than I was on my first day in the ISU alumni office.

We all find different rewards in our jobs. But speaking from experience, it's hard to top the satisfaction I get from playing a part in these students' personal and educational lives, watching them grow, and sharing their enthusiasm for Illinois State. And the rewards increase if we track their financial contributions to our institutions, the hours they spend on chapters and homecoming activities, the students they recruit, and more.

A few years ago my Student Alumni Council gave me a gold charm that says "#1 Mom." I consider it a reward not only for me but also for Illinois State University. The personal contact between our students and the alumni office is invaluable to all of us.

Editor's note: Although based on my personal experience with the Illinois State University Student Alumni Council, the practical advice offered in this chapter will prove valuable to student advancement group advisers of all kinds. An earlier version of this chapter appeared in the May 1992 CURRENTS.

Chapter 10

More than Meets the Eye: The Role of the Student Advancement Group Adviser

Innes van Nostrand
Acting Director of Alumni Affairs
Queen's University at Kingston

Like all aspects of student advancement programs, the roles of advisers vary. Most advancement professionals do make good advisers. But to be truly effective, they must first define their roles based on the objectives of their student advancement program. This chapter explores the role of the adviser by looking at the fundamental goals of student advancement groups and how advisers can complement these goals.

Strike the right match

Before accepting a position as student advancement group adviser, make sure you understand the group's purpose—both from the perspective of the institution as well as the sponsoring advancement office.

Does your student advancement group set out to involve students directly in the institution? Involving students in your institution's advancement efforts can groom future alumni association members, volunteers, leaders, and maybe even staff members. This involvement offers a natural means to instill institutional loyalty in your students—and to teach them about the importance of supporting their alma mater.

Do others look to your student advancement group to generate creative and innovative programs? Some institutions look to their student advancement groups to develop services that address the changing needs in their student and alumni

communities. It's amazing how an annual influx of eager student volunteers can contribute to the creativity of the entire advancement operation.

Does your student advancement group seek to provide its members with valuable leadership opportunities? Membership does offer students the chance to gain meaningful experience as managers of both programs and people. In fact, often this experience can be more valuable than summer or part-time jobs.

Is the purpose of your student advancement group to provide a pool of student volunteers to help with established events or services? Perhaps your institution wants to cultivate 25 volunteers who can act as hosts and tour guides for visiting VIPs and prospective students. Your visitor programs are already in place, but you need extra bodies to make them successful. Your students can make your institution's most enthusiastic volunteers.

Once you've reviewed the goals of your student advancement group, you need to evaluate your own working style and objectives. Are you willing to devote the time and commitment needed to serve as both mentor and confidant to your student advancement group members? As a student advancement group adviser, do you want to maintain quality control in program implementation? Or would you rather let your students set their own quality standards? Some advisers—especially those who want their group to reflect their overall advancement operation—seek to ensure that every detail of their student advancement program measures up to established standards of excellence. Others think letting student advancement group members learn from their successes—and failures—should be the top priority.

Your answers to these questions will help you clearly establish the roles of your student advancement group members and your own role as adviser. I should stress that there are no right or wrong answers. Different programs and different advisers can be equally successful, just in different ways. But to become an effective student advancement group adviser, you must begin with honest answers to these fundamental questions.

Turn to tools of the trade

Advisers can influence the direction of their student advancement groups in many ways. The tools they use to do so can be explicit, as in a constitution, or matter of course. Some are part of daily adviser-student interaction, while others are rarely used. Here's a list of tried-and-true tools that will help you become an effective—and influential—student advancement group adviser.

- **Respect.** Ultimately, respect is an adviser's most powerful tool. Respect is always earned. Although some advisers might come into their positions with reputations for success, their influence will be solely a function of their working relationships with members. Fair and supportive dealings with students on issues as seemingly mundane as office space, staff interaction, and security will earn that respect—and make an adviser's job much easier.
- **Prestige.** A successful student advancement group brings its members a tremendous sense of prestige on campus. This usually translates into involvement with key campus leaders from the president on down. By constantly reminding students of their positions in a high-profile organization, advisers can tap into students' natural desire to excel. The key to this prestige factor is motivating

student advancement group members to fulfill their responsibilities and build an organization on their own initiative and ideas.

• **Moral suasion.** Appealing to members' sense of morality and institutional commitment is perhaps an adviser's most flexible tool. It works with any frequency and for making both major and minor decisions. Moral suasion can manifest itself as direction, suggestion, subtle comment, or leading questions. This flexibility allows the adviser to help members learn direct—and indirect—lessons depending on the situation at hand.

• **Appointment/dismissal.** Advisers may be directly involved in the selection process for both members and leaders. Whether through formal appointments or informal interviews, advisers can take an active role in shaping their student advancement groups. Similarly, decisions regarding the dismissal of members or leaders can also rest with the student advancement group adviser, either in conjunction with student leaders or alone.

• **Budget control.** Fresh ideas and enthusiasm won't come to fruition without the necessary financial resources. Advisers usually maintain some form of control over the financial strings of their student advancement groups. (See Chapter 12 for more on budget management.) The degree of an adviser's budget involvement—from requiring line-item approval to offering financial advice—will vary from one student advancement group to another.

• **Decision-making.** Advisers also help their student advancement group members make important decisions. Whether your students are working to develop a creative program mix or set annual goals, you can help them make the right choice. As an effective adviser, you should be on hand to make sure individual program goals are in line with the overall goals of the group and your institution's advancement efforts, help match needs with available resources, and play devil's advocate during the planning process.

• **Information.** The power of information (or lack thereof) is immense. From postal policies to campus organizational structure, information is critical. Student leaders who feel comfortable tapping into the adviser's expertise can avoid the mistakes that often accompany the "learning by doing" approach. Just knowing where to call for what can save students a great deal of time and frustration.

• **Access.** While many staff members take for granted office space, computers, photocopiers, keys, and telephones, student advancement group members are not always so fortunate. Although these might seem like petty issues to advisers, access to facilities can mean independence, trust, and responsibility to students.

Don't be too technical

It's easy to explain the role of a student advancement group adviser in terms of goals and influence. But such technical descriptions don't do justice to the positive effects an adviser can have on individual members. We can all point to faculty members on our campuses who have shaped the lives of their students. As student advancement group advisers, we can also teach valuable and lasting lessons—beyond the traditional halls of learning.

But to do so, advisers must possess patience, insight, and a willingness to work with students. We probably all know of advancement professionals cast in the role of student advancement group adviser without having either the affinity or desire

to work with students. Despite the fact that they're competent professionals in other capacities, they fail as advisers.

Being an effective student advancement group adviser means being able to sit back, listen, and ask the question that will point students in the right direction. It means being available to discuss such varied topics as how to approach alumni for funds to how to deal with a personal crises. It means taking as much pleasure from the demands of your student advancement group as from the benefits. Those advisers who combine the characteristics of confidant, counselor, mentor, and teacher wield more influence than any student advancement group constitution. It is these advisers who truly contribute to the educational experience of their student advancement group members.

Chapter 11

Making Time: Student Advancement Programs In the One-Person Shop

Charles E. Brictson
Director, Development and Alumni Relations
University of Wisconsin-River Falls

Are you really crazy to take a job in development or alumni relations as the only professional staff member? Personally, I think the jury's still out on that question. But those of us who do choose to accept this mission impossible owe it to our institutions to give them every benefit of the many programs our profession has to offer. Sure, you could write a whole how-to book on that subject alone, but let's just agree that it's a challenge for the time being.

If we take up the challenge of running an operation with a limited staff of one or two, then realistically we know we're going to have to make decisions that force us to focus our attention on a handful of programs at the expense of others. What's more, necessity usually demands that those programs be the ones that generate budget revenue.

At least that was the case at the University of Wisconsin-River Falls a few years ago. It was during those years that I found myself in reflection from time to time—eyes closed, leaning back in my chair. (It's amazing how difficult it is to see the work piled up on your desk in that position.) I was spending the vast majority of my time on fund raising and precious little time on alumni relations: no area alumni meetings, no alumni club development, and not enough campus alumni events. Something had to be done.

Then I read somewhere about an organization called the Student Alumni Association/Foundation Network that encouraged the formation of student advancement groups for alumni-in-residence. Alumni-in-residence. It hit me like a ton of bricks. Why, in my one-person shop, was I so worried about the impossible task of traveling around the country calling on graduates and establishing alumni

clubs when I had 5,000 alumni-in-residence who I could train right here on campus?

That's the key to this whole chapter. If we can teach future alumni about the need for continued involvement—the importance of staying in touch with alma mater, recruiting quality students, and raising private funds—we will be training dozens of future alumni leaders all over the world. They will be contacting us about starting alumni clubs, and they may even be in a position to do most of the work. Is it worth the trouble? Can you afford the time to do it? I don't think you can afford not to do it!

Find time in your schedule

The subject at hand is how to manage a student alumni program with other important programs competing for your limited time. Let's start with some practical, time-saving advice. As you know, students can eat you alive from a time standpoint. When class is canceled and they happen to be on your side of campus, what better place to stop than the alumni office to chat with their favorite student advancement group adviser.

To sidestep this problem, consider establishing office hours—and make it clear that you'll only be available at those times. If space permits, you may also want to set up an office specifically for your students. This will give them a place to go without disturbing you. Whenever possible, plan to hold your student advancement group meetings over lunch or after work to free up your schedule. Because students have scheduling problems, too, they will tend to respect your wishes.

People will rise to the level of your expectations. That's a truth that will help you save time in your busy schedule. If you don't expect much out of someone, that's what you're going to get. Conversely, if you assume maturity and the ability to make sound decisions and accept authority and responsibility, you will no doubt get that, too.

At a recent SAA/SF district conference, I noticed an adviser who spent the entire weekend shepherding her flock. The specific instructions on what to do—and what not to do—were flying everywhere, and the scheduling would have boggled the mind of an air traffic controller. Not to knock guidance, but I encourage my students to shoulder responsibility. And as they become juniors and seniors, their responsibilities increase.

Don't be afraid to let go of authority. Be there to guide your students, but give your charges responsibility for projects. They'll do quite well without you. Not only will students learn valuable lessons in planning, organizing, staffing, and managing, but they'll free up your time to take on other projects.

Here's a case in point. One year I was unable to accompany my student alumni group to the District V SAA/SF conference. Members knew I was expecting a lot from them. In fact, they knew there was even more pressure to make a good impression because they'd be representing our campus without their adviser. Because my expectations were high, so were their results. My student alumni group members brought back a trophy for the best conference presentation and a second place spirit competition award.

Make it a team effort

Your student advancement group members can provide valuable staff support. Here at UW-River Falls, for example, we always have two to four SAA on hand to run the registration table at all of our campus alumni programs. Whether it's at a welcome reception for new student legacies or the registration table at homecoming, our SAA students lend a helping hand. This support leaves the alumni staff plenty of time to mingle and do what we do best—grip and grin.

On the recruitment front, our student ambassador program sends students to high schools around the state. An SAA member serves as chair and works with our admissions office to oversee student training and coordinate visits. Although this program doesn't directly save the development/alumni office time, it does help save time—and generate good feelings—in the admissions office.

I need not tell you that an alumni phonathon in the one-person shop can get a little tedious after the first few weeks. But once again, my SAA comes to the rescue. I generally recruit two dynamite SAA members to act as paid student phonathon managers. I trust their judgment, and they've proved they can handle the responsibility. Delegating this time-consuming job has relieved me of much of the evening work and adds time to my schedule for other important tasks.

One of our biggest—and most labor-intensive—fund-raising programs of the year is our Senior Challenge. We ask seniors to pledge $100 to the foundation over a five-year period. Whether they pledge or not, it gives us an opportunity through letters, brochures, and personal solicitation to tell the foundation story and answer the question, "Why do public universities need private funds?"

SAA seniors are responsible for this campaign, with guidance from the development office. When there aren't enough seniors on hand, other SAA members pitch in. Without SAA support, we simply wouldn't have enough time to recruit and train the necessary student volunteers. Indeed, our SAA members make the Senior Challenge possible.

Keep it in the family

If you have limited staff resources, chances are you work at a relatively small institution. If so, try making your student advancement group part of the development/alumni relations family. Although some would argue this point, I encourage our work-study students to ask about SAA membership. In fact, they usually beat me to the punch and apply without my suggestion. After all, they're in a perfect position to appreciate the ultimate goals of development and alumni work. From gift processing to reunion reservations, they do it all.

Here at UW-River Falls, we have a total of two support staff people in our office, both of whom become close to all of our SAA students. In fact, our foundation bookkeeper hosts our holiday party. Her home is closest to campus, and she doesn't hesitate to open her doors to our students.

Inviting your student volunteers to share in your work—and celebration—will help create a family atmosphere. And once your students feel this sense of belonging, they'll work even harder to make sure your institution reaches its alumni and development goals.

Speaking from experience, I think a student advancement group makes *more*

sense at an office with limited staff resources than a larger organization. With the proper guidance, students can become valuable and eager assistants who get the job done and allow you the time you need to accomplish all of the other tasks in your varied job description. So the next time you're sitting at an SAA SF district conference or Network convention beside a colleague from a large university with a name badge that reads "Director of SAA Programs," just smile. Remember, you can take satisfaction in knowing that you *can* do it all in your small shop, thanks to your student advancement group.

Chapter 12

Money Matters: Managing the Fiscal Side Of Your Student Advancement Program

Nancy E. Rinaldi
Former Alumni Coordinator
Washington State University

The fund-raising goals and budget concerns that each of us has for our potential, new, or established student advancement groups vary as much as those of our institutions. It's difficult to cover all the possible financial scenarios and solutions. So I turned to our Student Alumni Connection—and the results of its informal telephone survey on fund-raising and fiscal needs—for help. What follows is a brief description of the survey, an overview of the general findings, and practical words of advice from your advancement colleagues across the Student Alumni Association Foundation Network.

Survey says

Eight members of our SAC randomly selected 40 institutions out of the 1991 SAA/SF Network membership directory. They called the advisers at these institutions to gather information about successful fund-raising projects and budgetary procedures for their student advancement groups. Here's what they asked—and found out—about managing the fiscal side of student advancement programs.

1. Does your student group have any fund-raising projects? If so, what are they? What are the goals of each project? What is the approximate net profit of each project?

• Thirty-five of the 40 student advancement groups surveyed sponsor fund-raising projects.

• Projects included: survival and welcome kits; flower, balloon, birthday cake, and T-shirt sales; freshman and senior class pictures; resume/interview workshops and speakers bureaus; class challenges and senior projects; oozeball, Special Olympics, and United Way fund raisers; dinner theaters, dances, and haunted houses; parents weekends and holiday celebrations; tuition raffles; and even a program that invited students to trade places with campus administrators.

• The majority of advisers reported that the main—or sole—purpose of their fund-raising projects was to generate funds for the student advancement group. But some advisers pointed out that the projects do accomplish other less tangible goals, as well. These added benefits included: interacting with parents, providing community service, encouraging class unity and spirit, promoting the student advancement group and alumni association, offering students opportunities to interact with alumni, and creating a sense of belonging and purpose for student advancement group members.

• Net profits varied with each fund-raising project. One Christmas alumni center open house—complete with pictures with Santa—raised $200. Survival kit sales generated between $600 and $4,000 on surveyed campuses. The most profitable project: a parents weekend that brought in some $12,000.

2. Does a "parent" department or office offer monetary or other support to your student advancement group? If so, what type of support?

• Thirty-one advisers reported budget support from both a parent organization and their student advancement group's own fund-raising efforts. Five advisers reported that their student advancement groups relied entirely on funding from one or more campus departments. Four advisers indicated no parent organization support at all; student membership dues and fund-raising activities supported the budgets for these self-sufficient groups.

• The majority of parent departmental support came in the form of office space, equipment, and supplies; photocopying and advertising costs; and staff time and resources.

• Departments offering funding for the student advancement groups surveyed included alumni relations, university relations/affairs, the development office or foundation, admissions, athletics, and the president's office.

3. What kind of a bank account does your student advancement group maintain? What are the positive and negative aspects, if any, of that type of an account? Who can sign on the account?

• Only four of the 40 student advancement groups surveyed maintained checking accounts. The remaining 36 groups used either alumni association accounts or institutional accounts. Two groups reported additional student funds in six-month certificates of deposit and interest-bearing accounts.

• Advisers who share departmental/institutional bank accounts mentioned the following advantages: better records of funds; no excessive or unnecessary spending; adviser and office staff safeguard monies and have more control over spending; no last-minute expenses (requests must be made in advance); and students learn how to fill out expense request forms.

• Others noted the following disadvantages: students feel that the money is "out of touch" and want greater control; an inability to meet last-minute monetary needs; additional paperwork; inaccessible funds; and too much lead time needed to process requests.

• Those whose student advancement groups maintain their own bank accounts pointed out the following advantages: less paperwork; immediately accessible funds; interest-bearing accounts; students take an active role in budget management; and funds are separate from departmental budget and monies.

•All advisers said their signatures are required on the accounts. Eight of the student advancement groups require the student president or treasurer signatures on the accounts in addition to the adviser.

4. Does your student advancement group use a budget system? Are the students involved in the budgetary process? If so, to what extent? Who is responsible for the overall budget?

•Nearly 50 percent of the advisers surveyed (18 out of 40) said that they projected their student advancement group budgets one year in advance. They base their allocations on the previous year's expenses per project, plus any future projects planned.

•The remaining advisers (22) report that they rely on zero-based budgeting or simply pay as expenses occur. Although the majority of these advisers did follow the previous year's expenses as a guideline, they reported no formal planning or allocating for future budgets.

•Students are involved in the budgeting process of 28 of the 40 institutions surveyed. The majority of this involvement was either requesting funds or helping the adviser allocate funds for various projects.

•For all institutions surveyed, the advisers or alumni staff members were responsible for the overall student budget.

More from the money advice line

These survey results provide an overview of how other institutions approach the fund-raising and fiscal needs of their student advancement groups. But you no doubt have other questions in mind as well. Keep reading for more specific suggestions on everything from starting a new fund-raising project and seeking departmental support to choosing a bank account and overseeing the budget.

Raising funds

When planning a fund-raising project, keep in mind the various goals the project may help your student advancement group reach. Try to meet at least two to three goals—in addition to raising money—with each project. Thus, you'll be able to measure your success by a variety of factors, such as the audiences your project reached (potential students, current students, classes, parents, alumni, administrators, and/or community members), its visibility, the services provided, and of course, the amount of money generated.

While investigating the possibilities of a new fund-raising project, research the activities of other student groups on campus. Be sensitive to the purposes of other

student groups by identifying a need that another group isn't already addressing. Not only will this prevent possible overlapping and competition, but other student groups will be grateful that you considered their interests. You may also discover a current project that another group would like to stop handling or may need help sponsoring. When you can program an event or project with another student group, you will create unity, good will, and visibility.

Keep in mind the resources—limited and unlimited—at your disposal. These include start-up expenses such as supplies, advertising, facilities, and staff and student time. The enthusiasm and commitment of your student advancement group members is the most important factor in kicking off a successful new fund-raising project.

Once you've established your new project, continual evaluation is a must. Not one of us enjoys hearing this advice, but evaluation is vital. To help you complete this essential task, ask yourself the following questions about your student advancement group's next fund-raising project.

- Do the required student involvement, staff time, and resources justify the end results and profit?
- Did you periodically evaluate the project's effectiveness?
- Can you improve the project?
- Are there ways to cut down on the paperwork, time, and frustrations of students and staff involved?
- Does the project still meet the goals it was designed to meet?
- Have you ignored continual concerns that need to be addressed?
- Do other campus groups now meet the needs that your project attempts to meet? If so, is it necessary to continue this project? Can you adapt it?
- Are your students still enthusiastic about the project? Are you?

Evaluation does more than reconfirm your student advancement group's commitment to the project. It also helps you identify problems *before* they occur. What's more, periodic evaluation allows you to track increases and decreases in your profit margin and project them into next year's budget.

Seeking support

Whether you're organizing a new student advancement group or kicking off a new program for an existing one, persuading a sponsoring department to assume financial commitment always seems insurmountable. But the benefits of a student advancement group are so numerous, varied, and visible that the task may be easier than it seems.

The key to securing the support your student advancement group needs is to carefully point how your group can benefit those from whom you seek support. If you want the admissions office to help defray student recruitment travel expenses, for example, tell the admissions staff members what's in it for them. Explain how your members will enhance the institution's recruitment efforts, save on costly and time-consuming staff travel, provide a unique student-to-prospective-student enthusiasm, lighten the load of the admissions staff, and encourage a student ambassador relationship that will continue after graduation.

As mentioned in the findings, a variety of departments or offices provide support to student advancement groups, but most look to their alumni offices

for help. This support can vary from naming an adviser to work closely with group members to supplying money, computers, and office space. Your adviser's time and resources—both of which are essential—will probably account for your greatest expense. Make sure the staff person selected to be adviser has a personal interest in working with the students and programs, as well as a deep commitment to the purpose and goals of your student advancement program.

Find out what your student advancement group needs and adapt to cover those basic needs. Ask student members what they think. They may not care about having a desk and computer right now. Instead, they may prefer access to the photocopier and meeting rooms. Communication will encourage compromise and satisfaction for all involved.

Most students enjoy working on fund-raising projects. It gives them a feeling of ownership and sense of responsibility for the direction the group takes. Invite students to suggest and help investigate potential fund-raising projects. Know how much you need to raise, but don't use this as your only measure in choosing a fund-raising project. Remember, a successful fund-raising project can alleviate monetary burdens on the supporting office.

Opening an account

Many of us don't have the luxury of choosing between an institutional or separate checking account. From my experience with our two student advancement groups here at Washington State University, I prefer the latter for many of the same reasons our survey respondents mentioned. If advisers require approval on all expenditures and serve as signer or co-signer on the account, they can have the same control over spending with a checking account as with an institutional account. Making sure students realize that the checking account falls under the same spending guidelines as other institutional accounts will also help alleviate problems of excessive spending.

Managing the budget

If you're just starting a student advancement group, try to project all foreseeable income and expenses for the first two years and track them over time. It might also be wise to keep projects simple in scope and number for the first couple budget years. It's much easier to expand on programs after you've offered them two or three times. Allocate funds for your third year based on the first year and a half. This way, your budget will be established six to 12 months in advance for future years.

Zero-based budgeting may work for new student advancement groups, but those with established programs need to begin their fiscal planning a year ahead. In these times of accountability and documentation, all advisers should consider the following benefits of allocated or projected budgeting.

- It gives you the ability to foresee needs and establish a budget one year in advance.
- It allows you to demonstrate fiscal accountability.
- It forces you to evaluate all expenses and programs.

- It protects your current year's programs from shortfalls. You'll have the time and resources you need to make the necessary adjustments to lessen the affect in next year's budget.
- It offers members, if involved in the budget process, valuable experience that they can put to work for them now as students and later as alumni.
- It allows you to project new programs in next year's budget by planning for the expenses in advance. If you need additional income for a new program, you will have time to increase fund-raising efforts or reallocate funds.

Seeking advice

If you're a new student advancement group adviser, use the SAA SF Network directory to contact colleagues at other institutions for advice. Don't limit yourself to like-sized institutions. Contact institutions of all sorts and sizes. You'll find that it's easy to tailor other fund-raising programs and budgetary procedures to your own needs. Learning from your own and your colleagues' successes—and occasional failures—is half the battle of establishing a solid, productive, and successful student advancement group. In addition, make sure to build enough time into your schedule for periodic evaluation of all your programs. Once you've put evaluation procedures in place, implementing them will be easy.

As for the seasoned advisers of established student groups, continue to offer your support and experience to groups that are just getting started. You'll no doubt find that your own student advancement group will grow stronger and more efficient as you explain its structure, purpose, and budget to others. Continual evaluation is a must to continued growth and development of your student advancement group's fund-raising program and budget.

Chapter 13

Student Leadership Training: An Investment in Your Alumni Of Tomorrow

Keith E. Brant
Director, Alumni and Student Programs
UCLA Alumni Association
University of California, Los Angeles

Every student advancement program sets out to prepare today's members to become its institution's most involved alumni of tomorrow. As advisers, we take on the responsibility for graduating student advancement group members who will become future board members, alumni chapter leaders, advocates in the state capital, and volunteers for our most important programs.

Granted, that's no small task. But training your student advancement group leaders need not be too different from training your staff members and other volunteers. First, make sure your student advancement group members take ownership of their programs. Second, promote an organizational culture. Then give your students the tools they need to succeed. And finally, encourage your student advancement group members to get involved with other campus groups and leaders. Follow these simple steps and watch your student advancement group members develop the skills and motivation needed to become your future alumni leaders.

Making it theirs

Motivating your student advancement group members to take ownership of their ideas, programs, and fellow members is the single most important leadership tool at your disposal. As an advancement professional, it's easy to fall into the trap

of taking too much control for various aspects of your student advancement program. Sure, you'll need to handle a few tasks, particularly those of a political nature. For example, it's not unusual for you (or your supervisor) to have different expectations of a program than your student members. So you're likely to spend a good deal of time maintaining the delicate balance between satisfying your administrative constituents while serving the needs of your student members. But with a little guidance, your student advancement members should be able to handle most other tasks.

Encouraging ownership is especially crucial to starting new programs on solid ground. New program ideas can come from many sources. But remember, your students are naturally reluctant to have ideas thrust upon them. If a program idea originates from outside your student advancement group, make sure you develop a mechanism to prompt group leaders to buy into and embrace the concept early in the planning process. Bounce ideas off the group president or other influential members, experiment with a pilot program, or conduct a focus group study. And remember, even if you or someone else comes up with the idea for a program, let your students take credit for its success.

Another way to give students a sense of ownership in your student advancement group is to make them responsible for recruiting, assessing, and appointing fellow students to positions of responsibility. Don't get me wrong: This doesn't underestimate the importance of your behind-the-scenes role in ensuring successful recruitment of student leaders. Here at the University of California, Los Angeles, for example, I often make candidate suggestions for my Student Alumni Association leaders to consider.

But as adviser, you should not *select* your next student advancement group president or other key leaders. That's a job for your students. As leaders, your student advancement group members need to learn how to manage other students. And that lesson includes some dirty work, too. Rejecting a peer from a competitive post or firing a volunteer are important learning experiences for current student—and future alumni—leaders. Making these tough decisions will teach your student leaders valuable human resource and management skills.

Here at UCLA, our 12-member Student Alumni Association board of directors establishes a committee comprised of three or four board members, two alumni, and the SAA adviser to interview applicants and recommend one candidate for president-elect. The decision then returns to the full SAA board for ratification. Once in place, the president-elect fills the remaining board positions through candidate interviews, which must include at least two other SAA board members and the adviser. This method is highly meritocratic and somewhat oligarchic. Those who have earned leadership positions are usually selected. But the president is also able to assemble a group of volunteers that can come together as a team and adopt his or her own working style. After hearing many disaster stories about student advancement groups that hold elections to vote in their leaders, I discourage a purely democratic organization. But that said, I'm sure other colleagues would disagree with my warning.

Creating a supportive and nurturing environment is another important motivational factor. To become successful leaders, your student advancement group members must have a clear understanding of their roles. In my experience, students drop out of organizations (or perform less than a satisfactory job) when they lack direction and support. Here at UCLA, we write a detailed job description

for every SAA position with a title. Although we tinker with the wording from year to year, overall these steadfast descriptions help our student leaders always keep their roles—and our SAA's goals—in mind.

Creating culture

A well-defined culture is important to the life of any organization. When it comes to student advancement programs, your group's history, traditions, and experiences will help your members learn and appreciate that culture.

First, be sure your student advancement group members know they are part of a saga. Students (now alumni) came before them, and students will come after them. Teach your student leaders about your group's purpose, when it started, and how it has evolved over the years. This historical perspective should also extend to your student advancement group's sponsoring department (alumni relations, development, admissions, institutional relations, and the like) and the institution itself.

Second, make room for your student advancement group and its historical memorabilia. Space is a premium on most campuses, but you should carve out an office for your students to establish work areas and encourage them to hang photos, signs, and plaques. Then, never expect the office to be too tidy.

Establishing traditions will also help your student advancement group create an organizational culture. Here at UCLA, for example, our SAA started a practical internal tradition a few years ago. For our two campuswide annual events, we decided to charge one event chair with the clean-up operation for the other event and vice-versa. This way we ensured a successful clean-up operation of both events and institutionalized a hard-to-fill position. Sponsoring an annual awards banquet, commemorating a year-end time capsule, and hanging past board photos are other ways to create internal traditions.

Your organizational culture will help you and your members understand the role your student advancement program plays on campus. And that understanding will help you promote your group to others. At our fall SAA retreat, for example, I make a point of explaining how our organization differs from student government. At UCLA, student government is responsible to the students—their immediate constituency. Our SAA programs need to appeal to students, so—in a market sense—our organization is also responsible to students. But because our SAA is ultimately responsible to the alumni association board of directors, our members enjoy a sense of shared governance.

Training on the job

At the SAA board level, leadership training takes place at quarterly retreats. These retreats offer our 12-member board an important source of motivation and a chance to bond as a team. At the beginning of each term, the board goes on an off-campus weekend retreat. Members review previous programs, set annual goals, discuss timely issues, and get to know each other. Sharing the responsibility for shopping and cooking encourages further teamwork.

You'll have plenty of topics to choose from when planning training sessions

for your student advancement group leaders. For instance, I used to take for granted that students would have such basic skills as how to run a meeting. But, in reality, many don't. And even those who do, can always use a refresher course on holding an effective meeting.

Other training topics include preparing an agenda, recording minutes, interviewing, resolving conflicts, delegating, and dealing with diversity. Always build time into your training schedule for discussion. Students will often bring up problematic situations, and time should allow group members to share their problem-solving ideas. And remember, the more leadership skills your students possess, the easier it will be for you to guide them to success. Reinforce with student leaders—both through your actions and discussions—the importance of building lasting relationships in order to motivate others.

During the summer, we also spend time teaching our SAA board members about the alumni association and university at large. The SAA board meets alumni association and university staff members who oversee areas pertinent to their programs, including alumni clubs and chapters, public information, accounting, marketing, and the campus student programming office. Without this institutional perspective, students may get started down the wrong path. The more your student advancement group leaders know from the start, the more empowered they will be to proceed without having to rely on you at every turn.

Finally, don't miss the opportunity to let your student advancement group leaders speak for themselves. Give students the chance to recite the party line. With the proper guidance, they can—and should—be the ones to sell your student advancement group to key alumni leaders, donors, and campus administrators.

Members of our SAA's external affairs committee, for example, visit other student organizations and alumni clubs to talk about our organization. At the beginning of the year, they prepare a speech for presentation to the SAA board. Board members (their peers) then give advice on how to improve the presentation. Throughout the year, SAA leaders also have the chance to speak to the alumni association board about various programs.

Getting involved

Interaction with other campus groups is another key factor in your student advancement group's leadership development. As part of a recent reorganization of the UCLA Alumni Association board, we created a seat for the SAA president. In my mind, this is a crucial step for any student organization because it helps student leaders understand both the alumni association and SAA missions. Your student advancement group leaders should be able to rub elbows with alumni leaders and other role models. In other joint efforts, we've developed student and alumni mailings that carry co-signatures from the presidents of both our alumni association and student alumni association.

Your administrators and faculty members should also recognize your student advancement group members as important campus leaders. The UCLA student affairs division sponsors an annual student governance retreat and invites some 100 top campus leaders. And, we make sure our SAA president is on the invitation list.

No matter what mission your student advancement group sets out to accomplish, encourage your student leaders to get involved with other campus student

organizations. This continued involvement will not only help your members learn valuable leadership skills, it will spread the word across campus about your student advancement group's good work and help set the stage for establishing partnerships with other campus groups and departments.

Make the time to develop your student advancement group leaders today. After all, if you're successful, these student leaders will graduate to become your alumni leaders of tomorrow.

Chapter 14

Fond Farewells: Keeping the Student Spirit Alive After Graduation

Dana White Bolar
Associate Director, Alumni and Parent Programs
Miami University

As soon as your student advancement group members pick up their diplomas, they tend to experience an initial sense of freedom from responsibility. But as time passes, many of them will start to wonder whether they will ever match the sense of institutional commitment and service they felt as student advancement group volunteers. As alumni professionals, it's our responsibility to let these new graduates know that they can still have a positive impact on their alma mater. In fact, by maintaining strong ties with their student advancement groups, former members can help shape their institution's future and become its most dedicated and enthusiastic alumni volunteers.

Here at Miami University, our former student foundation members *expect* to stay in touch after they've left campus. Since its inception in 1972, the Miami University Student Foundation has graduated more than 700 members, and many alumni are as eager to contribute their time and energy after graduation as before. But that expectation doesn't develop automatically. You must design programs—with recent graduates in mind—to encourage continued communication and commitment as alumni volunteers. Here are a handful of suggestions to help you offer programs before—and after—graduation that will keep your student advancement group members coming back for more.

Before you say goodbye

Don't wait until your student advancement group members have left campus to reach out to them as potential alumni volunteers. Send them a clear message of continued alumni involvement while you still have a captive campus audience.

1. Follow your leaders. Realize that your former student advancement group members will make prime candidates for alumni leaders. Because of their successful undergraduate experience, your student advancement group members will probably welcome future involvement with their alma mater. But it's up to you to make sure they don't lose that interest once they leave campus. To encourage continued involvement, familiarize graduating seniors with the functions of the alumni office before they leave campus. Captivate their interest with leadership possibilities and encourage them to put their leadership skills to work off campus.

2. State your mission. Here at Miami University, we make sure that our student foundation members understand our mission from the start. A 60-page new member booklet spells our student foundation's mission, programs, and motto. Once our new members feel comfortable with our student foundation's mission and programs, we shift emphasis to the group's purpose and how it relates to the university as a whole. Don't assume students understand your institution's structure and mission. Explain it to them.

Throughout the year, we do whatever we can to remind members of our mission. Every time we evaluate our programs, for example, we return to our mission statement. Sweatshirts with our motto emblazoned on the back also help remember that they are "students working for students: past, present, and future." In fact, any novelty item—bumper stickers, lapel pins, sportswear, buttons, and stickers—can help promote your student group, its mission, and motto.

3. Put it in perspective. Take time to remind your student advancement group members of the important roles they play on campus. Whether they're giving campus tours, helping out in admissions, or career networking with alumni, let your student volunteers know their contributions count. If they know their hard work makes a difference to your institution, your students will be more likely to volunteer in the future as alumni.

4. Tell it straight. Be honest with your student advancement group members form the start: You expect great things from them before—and after—graduation. Many of us don't stress this continued responsibility with our new members. We assume that it's a given. But by the time their last semester rolls around, it's too late to get your message across. Interviews, relationships, and uncertain futures distract your members. Make sure your new members know that they are embarking on a lifelong commitment to the institution and that you expect them to honor that commitment.

5. Make the alumni connection. You can't introduce your student advancement group members to the alumni association soon enough. Emphasize the importance of alumni service by involving your student members in alumni programs on campus. Invite them, for example, to serve as greeters at such special events as post-football game receptions, capital campaign kick offs, VIP campus tours, and alumni reunions. Of course, the opposite tactic works just as well: Invite alumni to your student programs whenever possible.

Encourage students to accept the responsibility for keeping alumni informed. When I was a student alumni association member, for example, I had the chance

to speak about current campus life at an alumni chapter meeting. The opportunity not only taught me about local chapter involvement, it introduced me to many alumni. If your alumni association or foundation board meets during the school year, you may also want to try to add an informal meeting with your student advancement group to its agenda. Better yet, encourage your board to adopt the group's officers as ex-officio board members.

6. Ease into the real world. The transition between graduating senior and alumni status is an important one. We all hope that all the attention we devote to our student advancement members will pay off with their future involvement as alumni leaders. A Senior Challenge program may also help generate a feeling of senior class unity. Often co-sponsored with the alumni or development office, this fund-raising program is designed to bring in money for a senior class project. Here at Miami, the *Tassel Tosser*, a new graduate newsletter published after each commencement, typically focuses on active young alumni and introduces our local chapter network and the importance of alumni service.

Our alumni office also sponsors a spring reception at our alumni center to thank MUSF seniors for their contribution to the university. When in town for a board meeting, alumni board members are also added to the guest list. The program includes plenty of time for students, alumni staff members, and board members to mingle—and build their own ice cream sundaes.

During the more formal part of the program, alumni staff members speak to seniors about the importance of continuing their dedication to the university. The alumni chapter coordinator, admission recruitment network liaison, and career network coordinator take turns explaining their programs, describing the varied services they offer alumni, and spelling out what alumni volunteers can give back to their institution. The MUSF director brings the reception to a close with farewell remarks and a reminder to notify the alumni office of name, address, and job changes. The reception has proven successful on two fronts: It says thanks to MUSF seniors for their service and encourages their continued involvement as alumni volunteers.

After they've taken off the mortarboard

Once you've sent your former student advancement group members off in style, you're only half way home. Now you have to find creative ways to stay in touch and bring them back to campus as dedicated alumni volunteers. Here's how we do just that with our former Miami University student foundation members.

1. Make immediate contact. Just one month after our former MUSF members pick up their diplomas, we invite them back to help with alumni weekend activities on campus. Many are eager to return to campus—as alumni—for their favorite student volunteer activity. MUSF alumni volunteers work side by side with current members giving campus tours, hosting receptions, escorting elderly alumni, and running errands for the alumni staff.

In August, we send former MUSF members invitations to freshman mixers in their local area. Sponsored by alumni chapters, these mixers offer incoming students and their parents an opportunity to meet other new students and ask staff and alumni last-minute questions. Once again, MUSF alumni and current members work together to share their Miami experiences and help put new

student fears to rest. What's more, the mixer gives recent graduates the chance to meet their local chapter leaders in an informal setting.

2. Deliver campus news. Each semester, the *Red Brick Review*, our alumni newsletter, helps us keep alumni up-to-date on current MUSF programs. Each issue features MUSF committee reports, a calendar of events, a front-page story on a successful MUSF graduate, and often a solicitation for alumni participation in MUSF programs. The four- to six-page newsletter continues to be an effective way to stay in touch with our former MUSF members.

3. Make it the right price. Sponsoring low-cost events is one sure-fire way to bring recent graduates back to campus. Here at Miami University, our homecoming tailgate party is one of the most popular events among young MUSF alumni. Current student foundation members send their alumni counterparts reminder postcards and publicize the upcoming event in the *Red Brick Review*. Strategically parked in the lot near the stadium, our red-and-white caboose (affectionately named the "Moose Caboose" after our MUSF mascot) welcomes former members back to campus. Plenty of food and nonalcoholic beverages set the scene for MUSF alumni to get to know current student members and get psyched for the big game. A photographer is usually on-hand to record the event for the *Red Brick Review* and the year-end MUSF slide show. Our annual bike race is another affordable event that draws former members back to campus each spring as both spectators and volunteers.

4. Showcase former members. The MUSF regularly features student foundation alumni as speakers. In fact, one recent program addition showcases an alumni speaker during the first few weeks of new member activities. Former members talk about how their student foundation experiences have affected their lives. MUSF alumni make popular speakers at a variety of campus events, including our Hall of Fame reception for the annual bike race, the foundation's year-end banquet, Miami Alumni Perspectives for Students (MAPS) program, campus leadership programs, and the MUSF 20-year reunion. Throughout the year, former members also serve as inspirational speakers at MUSF steering committee activities.

5. Solicit contributions. Instilling a sense of responsibility to contribute back to your student advancement program is another way to involve former members. We encourage our former student foundation members to contribute to all MUSF programs. Although we don't solicit separate annual fund donations, we do encourage MUSF alumni to channel a portion of their annual fund gifts to MUSF endowed scholarships. Several former members have also contributed equipment, gifts, or prizes for annual MUSF events.

Current MUSF members also ask MUSF alumni to participate in our annual externship program as sponsors for students exploring their careers. MUSF alumni have also volunteered to teach current members how to interview potential new members and externship candidates. Much to the delight of current members, more and more MUSF alumni are returning to campus each year to recruit graduating seniors for their employers. When MUSF alumni come back to campus to recruit, they not only help students find jobs but also accentuate the important role that student foundation involvement has played in their own careers. Often these visiting recruiters take time out to volunteer as classroom speakers, as well.

6. Applaud alumni achievements. Recognition for both personal and professional success is a key component of all student—and alumni—volunteer programs. Many MUSF alumni have returned to campus to serve on alumni boards,

advisory councils, and other service positions. In fact, for the first time, a former MUSF member was recently elected president of our alumni association board of directors. Other MUSF alumni have graduated to become company CEOs and presidents. We make sure to recognize these accomplishments in the *Red Brick Review* and at MUSF events. This well-deserved recognition can only serve to enhance our reputation and build the credibility of the organization and its past, present, and future members.

7. Rally for reunions. Special reunions for your former student advancement group members can instill organizational pride and loyalty. Our student foundation members planned a homecoming reunion, for example, to mark the 20-year anniversary of MUSF's founding. Events included the annual tailgate party, open houses at the MUSF office, a post-game dinner with student foundation speakers from each decade, and a student-alumni golf tournament. The reunion offered former members the opportunity to catch up with old friends and make new ones.

8. Survey former members. Ask any student advancement group adviser if the group's programs have made a difference in members' lives, and the answer will be a resounding yes. But few of us actually have the data to back up this assumption. If you want to know how student advancement group involvement has affected your former members, just ask them.

At Bowling Green State University, for example, the alumni staff surveyed former student alumni association members to find out how their involvement shaped their understanding of the alumni association's purpose, programs, and structure; their participation in university and alumni events; their willingness to contribute financially to the university; and their overall feeling about the alumni association. If you've done your job well, your survey results will help you prove that your student advancement program graduates students who become loyal alumni and dedicated donors.

Many institutions have created similar young alumni programs to help establish a pattern of service that begins right after graduation. Some programs focus on continued alumni involvement. Others work on the fund-raising front. Still others concentrate on career programs for their recent graduates. Whatever type of program you offer, the message is clear: Establishing ties with your student advancement group members before—and after—graduation is crucial to graduating future alumni leaders for your institution.

Section 4

Programs and Events

Chapter 15

Graduating with Honors: Planning Special Events For Seniors

Julie Larson
Director of Student and Parent Programs
Iowa State University

They come to college. They go to class. They meet new people. They get involved. They have fun. They graduate. They become alumni. Hundreds of thousands of students complete this cycle every year. But when they graduate, do your graduating seniors go on to become dedicated, enthusiastic alumni willing to give back to their alma mater? Activities specifically for graduating seniors can go a long way toward making sure that your answer is yes. Senior programs will help ensure that your students graduate with the loyalty and camaraderie they need to become your best alumni.

Some of the results of a successful senior program are obvious: annual funds raised for alma mater and volunteer hours devoted to the alumni association. Good feelings and loyalty, as you know, are harder to measure. But any way you look at it, the time and money you put into a senior program is an investment. Invest your resources well, and over the years you'll realize some wonderful payoffs.

The senior year—when your students are contemplating their futures and their pasts—is the prime time to instill loyalty toward their alma mater by leaving a lasting impression. The purpose of a senior program is twofold. First, it works to make your graduating seniors' last year rewarding and memorable. Second, a successful senior program lays the foundation for active and enthusiastic alumni. Inherent in both purposes is the desire to help seniors become more knowledgeable about alumni activities and gain an appreciation for your institution's role as a springboard to a promising future.

Your institution's advancement operation—particularly its alumni association

93

or foundation—is the most obvious funding source for your senior program. Here at Iowa State University, the alumni association supports our Senior Class Council with an adviser, a secretary, office space, and $2,500 each year. Our seniors themselves also provide a large portion of the council's annual budget. When seniors register for their last semester of classes, they can choose to pay a $2 fee through a check-off on their registration forms. This voluntary fee brings in about $7,200 a year to the SCC.

Your senior program's goals will, to a large extent, determine your group's structure. Because Iowa State sponsors a variety of senior programs, a council with individual positions for our specific events works well. Our Senior Class Council is one of nine committees that make up Iowa State's Student Alumni Association. The senior class president sits on our SAA executive committee, the governing group for the 175-member student advancement group.

It may also be appropriate for your senior program to operate under the direction of your student foundation. After all, most senior programs raise money for their institutions. However you organize your senior council, being part of a larger organization will make it easier for you to enlist other members to help with your programs.

Remember, your council membership must be representative of the senior class as a whole. Academic advisers, student organization advisers, and campus administrators can all suggest potential student council members. Turn to Chapter 3 for more details on how to determine the candidate-selection process that best fits your specific needs.

Here at Iowa State, our council has four officers (president, vice president, secretary, and business manager) and 13 positions in all. The class elects the president and vice president during the spring semester of their junior year. The remaining nine positions are filled through an application process in the fall of their senior year. Other council positions include coordinators for the following functions: class gift (2), publicity, design, social events (2), and external relations (3). Allowing class members to vote in officers, encourages your graduating seniors to get involved and fosters a productive partnership.

Make it an eventful year

The activities you can plan for seniors are endless. Available resources—not creative ideas—usually determine how many events you can reasonably offer in any given year. Start by finding out what events other campus groups sponsor. You don't want to duplicate their efforts. And remember your goals. Develop programs that will reach the most students for your money, make a lasting impression, create a sense of prestige, and increase awareness of your alumni association or foundation.

• **Senior class gift.** The senior challenge is often an institution's largest and most significant senior class program. In fact, because the program is so complex, it's often an institution's *only* activity sponsored for seniors. Despite these complexities, a senior class gift program is an excellent way to get seniors involved in giving to the institution.

Contributing to a class gift gives seniors the chance to thank their institution for all it has offered and instills a sense of loyalty and pride. As alumni, graduating

seniors will be proud to return to campus to see the completed project their class gift made possible. Of course, we also hope that our graduating seniors will continue their monetary support to their alma mater long after they've fulfilled their pledges. Here's how our senior class gift program works at Iowa State.

Two Senior Class Council members serve as our class gift coordinators and are responsible for planning and implementing the gift selection, kick-off reception, and call-a-thon. But the entire council helps recruit volunteers, run call-a-thon nights, and motivate callers. The SCC also relies on a subcommittee of "significant seniors," volunteers recruited from the residence halls, fraternities, sororities, and off-campus housing units.

Other institutions form large committees of 10-20 students to work on the senior challenge. Subcommittees then make personal contacts with seniors and ask them to pledge to the class gift. This structure works especially well for institutions with student foundations.

Visible, practical, and necessary gift ideas are a must. Most students want to select a gift that's meaningful to them and will be visible when they return. A plaza outside the athletic complex, for example, won't mean much to a student who's not interested in sports. Ideally, gifts should be campus priorities but not projects certain to receive funding from other sources.

Popular Iowa State gift ideas include building signs, campus lake landscaping, Campanile restoration, and library card-catalog computerization. Each fall, we solicit ideas from students, administrators, faculty, and staff. Once we've compiled our gift list, our Senior Class Council narrows the list to four or five ideas and get approval from key campus administrators.

Early in the second semester, we mail letters—complete with postage-paid voting cards—describing the final gift list to all seniors. We also set up one-day voting booths on campus for students who misplace their voting cards. This also makes the council more visible and allows us to distribute information about other upcoming senior events.

Promote your class gift program with a festive senior reception. Your alumni center makes the perfect reception spot. This can be a costly event, but it's an excellent way to remind your seniors what campus life has meant to them.

Here at Iowa State, our reception opens with a dynamic slide show recapping the seniors' last four years. The university president, a faculty member, and a well-known graduate all speak about the significance of their campus experiences, praise students for their contributions to the university, and address their new roles as alumni. The senior class president discusses the class gift and the importance of making a pledge. For a grand finale, the marching band plays the school fight song. Students then move to the reception where they eat, drink, and socialize with fellow seniors and invited faculty members and administrators.

Contacting seniors for class gift pledges requires a tremendous time commitment. Iowa State University makes contact with a call-a-thon and follow-up letters to those students we don't reach by phone. Other institutions choose to make personal contact with each student, an effective, albeit even more time-consuming, approach.

Our call-a-thon begins one week after the senior reception (usually the last week in March and the first week in April). It runs from Sunday through Thursday, 6-10 p.m. Before the call-a-thon begins, seniors receive a brochure that explains the gift, the goal amount, and the upcoming call-a-thon contact. We ask our seniors

to pledge $150 over a four-year period. That pledge requires an immediate $5 contribution, with annual payments of $25, $30, $40, and $50 beginning the September after graduation. One caveat: Carefully consider the length of your pledge period. Ask yourself how long you want to lock seniors into their class gift pledges when they may become candidates for larger gifts a year or two after their graduation.

Iowa State's Senior Challenge costs about $7,500, including the cost of the reception before the call-a-thon. We cover about $2,500 of that cost with the pledge money that comes in immediately after the call-a-thon. The remaining $5,000 comes out of the donations received after the first fall solicitation.

The investment pays off. About 33 percent of our seniors make pledges. Over the past several years, pledges have totaled $150,000 annually. With a collection rate of about 50 percent, that translates to between $75,000 or $100,000. And here at Iowa State University, we think that's a significant contribution to alma mater.

- **Senior seminars.** Your institution probably devotes a lot of attention to helping first-year students prepare for the transition from high school to college. You can offer your seniors the same attention with seminars to help them prepare for the campus-to-career transition. Popular seminar topics include writing resumes and cover letters, marketing and networking, dressing for success, buying a car, attending graduate school, and finding the right job. Unlike complex senior class gift programs, senior seminars don't require a large financial investment. Assuming you don't incur speaker fees, your only seminar costs will be for advertising and refreshments. (See Chapter 16 for more on career programs.)
- **Senior swap.** Iowa State's Switch-a-Day program begins in November when our Senior Class Council chooses a date for a lucky Iowa State student to trade places with the university president for a half day. Interested students buy raffle tickets and proceeds are donated to the homeless. The president's office takes responsibility for arranging the student's schedule, while our SCC makes the arrangements for the president's schedule. The president attends at least two classes and an hour with a student organization between classes.

  At the end of the morning, the president, the student, and Senior Class Council members meet for lunch at the president's home. Words of advice: Make sure you reserve a date for this event over the summer and don't forget to get a raffle license. And, make all students eligible to win to increase undergraduate awareness of your senior program. The event—the raffle license, lunch, and advertising—costs less than $400.
- **Senior migration.** This program gives seniors the chance to attend an away basketball game, promotes school spirit, and gets seniors in the habit of attending out-of-town athletic contests. Our SCC works closely with the athletic office to secure tickets for an away game, and a local bus company provides transportation. The bus leaves early on a Saturday morning, arriving shortly before the game. After the game, students have time to go out before the bus heads home two to four hours later. Seniors pay for their own tickets, refreshments, and a portion of the bus cost. The SCC covers the remaining transportation costs, as well as advertising expenses.
- **Senior periodical.** A newsletter just for seniors informs them about council activities; recognizes outstanding classmates; covers beneficial topics for seniors, such as resume and placement services; and highlights alumni association news. To be effective, you should plan for two to four issues a year. You may want

to consider publishing one or two shorter newsletters during the year and a longer keepsake issue before graduation.

Unfortunately, a senior periodical can be an expensive venture. Costs include printing, labels, and postage for each issue. Most seniors live off campus, which prohibits inexpensive campus mailing. When Iowa State published one four-page newsletter and one 24-page commemorative issue, printing alone cost more than $6,000 for 6,500 copies. If you do decide to take on such a senior periodical, be sure to solicit bids from local and campus printers to receive the best possible price. Carrying advertising will also help cut costs.

• **Senior scholarships.** Iowa State's Class of 1986 gave $10,000 to an endowment fund in memory of a retiring university president. Each year, this endowment generates a $500 senior scholarship to a qualified student with a minimum 3.35 grade point average and outstanding leadership involvement. Once we'd established the endowment for our senior scholarship program, our only costs were advertising and a recognition lunch for the scholarship recipient with the president emeritus and the SCC selection committee.

• **Presidential reception.** Each spring, all Iowa State seniors receive personal invitations to attend a reception at the president's home. College deans, university administrators, and alumni and development staff members also attend. The two-hour reception features refreshments and background music. Students can come and go informally. We budget about $1,500 for 200 to 300 people, which covers the costs of renting a tent, chairs, and tables; invitations, postage, and mailing; and food and entertainment.

• **Spring party.** The week before graduation, Iowa State hosts its Senior Salute, a big party at the football stadium from 5-10 p.m. All graduating seniors receive invitations to turn out for brats, burgers, potato salad, chips, cookies, and soft drinks. Students can bring their own alcoholic beverages. A live band, pictures with the Iowa State mascot, a dunk tank, volleyball, and contests all help draw more than 1,000 students to this popular party. Our athletic department donates about $5,000 for the food and the band. The Senior Class Council covers the cost (about $800) of invitations and publicity.

• **Commencement brunch.** Immediately after graduation, Iowa State hosts a brunch buffet to welcome graduates into our alumni family. Senior buttons, diploma plaque details, our senior newsletter, and alumni association information are available for the graduates and parents. This relaxing event doesn't require parents to drive across town to wait in restaurant lines and offers a nice break before packing up the car. Brunch tickets are sold for $9-$12 per person, making the reception largely self-supporting. The Council covers the cost of printing the mailing invitations to parents (about $500).

• **Senior week.** You can incorporate any of these activities into an event-filled senior week to get graduating students fired up about graduation. Other program additions can include: senior athlete and honor student recognition, senior skip day, senior field trip, discount offers from local businesses, and a senior time capsule to open at the 25-year class reunion. Obviously, your senior week costs will vary with the combination of events you decide to offer. But creative advertising for the week's events will be less expensive than placing ads for many activities throughout the year.

Realize returns on your investment

Our senior program has brought Iowa State University measurable returns. Since we started the program in 1976, more young alumni have become involved in our club programs than ever before. What's more, 54 percent of the Senior Class Council alumni are now members of our alumni association. Some 73 percent contribute to the ISU Foundation, and 15 percent are involved in leadership activities. These figures far exceed those for the total alumni body in which 26 percent are members, 23 percent contribute to the foundation, and 1 percent get involved in leadership programs.

But not all the contributions our seniors make are so easy to measure. The satisfaction we feel watching our graduating seniors get—and stay—involved with their alma mater is an undeniable return. No matter how many senior programs your time and money allow you to offer, special events for your graduating seniors will make a difference in the lives of your students—and the life of your institution.

Chapter 16

Surviving the Job Search: Career Programs for Students And Alumni

Ann Groves Lloyd
Director of Student Relations and Career Services
Wisconsin Alumni Association
University of Wisconsin-Madison

Here at the University of Wisconsin-Madison, the Wisconsin Alumni Association is dedicated to helping students make the transition from their campus environment to the world at large. To enter the "real" world after college, we believe students need a strong network, a career strategy, access to peers, and ongoing activities for learning and development. We have a genuine responsibility to pay attention to our customers' needs. And, more than ever before, we're building strong relationships with our student members who will graduate to become our future alumni leaders. We're committed to offering relevant and unique services in exchange for a young and loyal members.

Career Connections is one of our fastest-growing services for both students and alumni. This popular program matches student and alumni job seekers with established professionals for career advice, informational interviewing, or professional networking. Rather than simply offering a one-to-one networking experience, we're trying to extend a sense of community and build a global Wisconsin connection.

99

Filling a void

Two years ago, we created Career Connections out of an existing program through our Wisconsin Alumni Student Board. The original program, Alumni-Student Career Counseling, matched students with alumni in their career fields of interest for informational interviewing and career exploration.

But in early 1990, somewhat to our surprise, we began receiving phone calls from *alumni* asking for career help. At that time, we didn't have a career services department so we had to refer alumni to their undergraduate academic placement offices. As with most institutions, our placement offices are equipped to deal with students but don't have the resources or staff to assist large numbers of alumni. So each time we had to say, "We're sorry. We're unable to help you," we knew we were turning away an enormous resource. We also knew that these UW-Madison graduates were entitled to communicate with their fellow alumni and we should be able to help make that happen.

As the phone kept ringing, it became apparent that we, as an alumni association, could play a vital role in providing career services to members. We started by taking a long look at our original program and soon realized it could do much more than simply serve a small number of students. We tapped the expertise of our campus career advising and placement service and other placement offices on campus to come up with the framework for Career Connections. Enlisting the advice of those already involved in similar services was necessary to create a service that would be an additional—not competing—resource. We wanted other campus career professionals to regard our program as a unique and added value so they would refer students and alumni to our program.

Making progress

In just over one year, Career Connections had enrolled more than 1,200 alumni volunteers to offer career-related information and advice to students and fellow alumni members. And, in this same year, those alumni have helped several hundred students and alumni on the job search.

To make volunteering as easy as possible for alumni, we've designed Career Connections to be flexible in the time commitment requested. We reassure volunteers that the only expectation we—or the resource users—have of them is to share their expertise at their convenience. Informational interviews can be as minimal as a 30-minute phone conversation to a more in-depth day-on-the-job. We also try to limit the number of times we match resource users with each alumni volunteer. In this way, we're sure the program doesn't overburden or inconvenience any one volunteer. And we're always recruiting new volunteers through inserts in mailings and renewal notices, stories in our alumni magazine, and announcements at club events (see Figure 16-1 on page 103).

For the resource user, the actual mechanics of the program are quite simple. A student or graduate simply completes an enrollment form requesting the occupational categories they're interested in and the geographic location they want to target (see Figure 16-2 on page 104). In a week or so, the resource user receives a Career Connections packet containing volunteer profiles on the alumni they may contact (see Figure 16-3 on page 105). The packet also includes support

materials explaining how to make contact (see Figure 16-4 on page 106), tips on informational interviewing and what to look for during a site visit, a sample approach letter (see Figure 16-5 on page 107), a sample thank-you letter (see Figure 16-6 on page 108), a handout on job search strategies, and a program evaluation (see Figure 16-7 on page 109).

Although Career Connections volunteers don't have to be members of the Wisconsin Alumni Association, resource users must be members to gain access to our database. We try, especially for current students and young alumni, to keep the WAA annual membership fee as low as possible. This year, students pay $15 while new graduates pay $25.

Taking it one step further

As we've made this commitment to offering career services, more program opportunities and ideas have sprung to life. First, we started the Wisconsin Future Alumni Association, our student membership program within the WAA. With membership, which costs $15 a year, comes a list of benefits that we think is well worth the fee. Primarily focused on career-related services, the membership benefits include:

- **Success seminars.** With alumni volunteers as facilitators, this seminar series enhances career services currently offered on campus. This year, our seminar topics will include "Major Decision," "Job Search Strategies and Networking Skills," "Professional Etiquette," "Resume Writing," "How to Make the Most of Your College Years," and "Graduate School Options." We'll also be offering career panel discussions to specific majors so students will have an opportunity to learn how successful alumni got started—or wound up—in their current professions.
- **Future 500 Leadership Network.** Bringing together student leaders from across campus is the goal of this new program. At least once each semester, we'll invite student leaders to share ideas and network at a reception co-sponsored by WAA and WFAA.
- **Quarterly bulletin.** This periodical will provide students with information about WAA events, a listing of WFAA activities, and timely articles by alumni and other career professionals.
- **And much more.** WFAA members are eligible to take advantage of a variety of alumni association member benefits, including our 105-club alumni global network, multicultural and constituent programs, women's initiatives, power grad network, travel and credit card programs, medical insurance, member discounts, and extensive scholarship and awards programs.

Looking ahead

Vast potential for continued program development exists in the career services area for students and alumni. Here at the University of Wisconsin-Madison, our vision is one of a global community, and our mission is to keep our students and alumni connected to that community. We continue to explore options for alumni to discuss their career development and transitions through job fairs, electronic resume referral services, and a Career Connections internship program.

Many colleges and universities are developing career services as a natural outgrowth of their alumni programming. What makes our program unusual is that we're working hard to position Career Connections within the student market. Career services seems to be the perfect programming idea for the '90s.

As WAA seeks to increase and strengthen membership for the future, growth will start with our students. We'll continue to develop programs—especially in the career services area—to help our students connect with the alumni association *before* they leave campus. We want young graduates to see their futures as an awesome opportunity, not an awful one. And our world-class career network helps deliver this message to our future alumni. (For more on career services, turn to the career programs section of Addendum B on page 159.)

Figure 16-1: Wisconsin Alumni Association Career Connections Brochure

UNIVERSITY OF WISCONSIN
CAREER CONNECTIONS

WISCONSIN ALUMNI ASSOCIATION

Sarah Flint
University of Wisconsin-Madison
Class of 1992

CAREER CONNECTIONS

Sarah Flint has everything going for her - good grades, a record of community service, summer internships. But in today's competitive job market, not even her world-class degree from the University of Wisconsin can help her make the best job decision.

That's why Sarah, and other students and alumni like her, need to connect with someone like you. As an established professional, you know who's who, what's what, and how things work in your part of the working world.

WAA invites you to share your knowledge and career experience with current UW students and alumni by participating in our Career Connections program. Career Connections is not a job placement or recruiting service but a program designed to help students and alumni meet established professionals from whom they can learn valuable career information. Contacts can range from a brief phone conversation to a "day on the job" to a mentoring relationship - you set the limits of your participation.

Please join with the hundreds of other alumni volunteers and help us to build an even stronger network of professionals. Your participation need only take a little time and could make a world of difference to someone like Sarah Flint.

Connecting Alumni and Students for the Future ...

WAA
WISCONSIN
ALUMNI ASSOCIATION
650 North Lake Street
(608) 262-2551

Figure 16-2. WAA Career Connections Enrollment Form

Career Connections is a career exploration program designed by the Wisconsin Alumni Association to help UW students and alumni meet established professionals from whom they can learn valuable career information.

As a resource user of our program, you will be connected to alumni who work in the occupational field you wish to pursue and who live in the geographical areas in which you are interested. Contacts can range from a brief phone conversation to a "day on the job."

If you are in the process of career exploration, get connected and become a part of the network of alumni professionals from the University of Wisconsin-Madison.

- **Career exploration interviews with established alumni professionals.**
- **Valuable career-skills seminars.**
- **Informational career materials.**
- **Plus, the many other benefits of WAA membership for students and alumni.**

To learn more about Career Connections and the many other benefits of WAA student membership, call 265-2732.

Career Connections Enrollment Form

Name _____ Student ID# _____

Address _____ Phone ( ) _____

_____ Major _____

_____ Year of Graduation _____

Occupational Interests:

_____ _____

_____ _____

Geographical Preferences: ☐ No Preference

_____ _____

_____ _____

Career Connections is provided as a service to members of the Wisconsin Alumni Association.
If you are not already a member of WAA, please complete the membership enrollment form below.

Student Rates	Young Grad Rates	Regular Alumni Rates
(currently enrolled)	(up to two years out of school)	(over two years out of school)
☐ $15 One-Year Membership	☐ $25 One-Year Membership	☐ $38 One-Year Membership
☐ $40 Four-Year Membership	☐ $40 Two-Year Membership	☐ $70 Two-Year Membership
		☐ $600 Life Membership

☐ Paid by check - Make checks payable to the Wisconsin Alumni Association.

☐ Please charge to my: ☐ Visa ☐ MasterCard

Account # _____ Signature _____

Figure 10-3. WAA Career Connections Volunteer Profiles

Career Connections Volunteer Profile

Name:

Address:

Phone: ( )

Occupational Field: Position/Title:

Organization Name: Start Date:

Job Responsibilities/Areas of Expertise:

UW Degree(s):

Other Degrees:

Comments:

Career Connections Volunteer Profile

Name:

Address:

Phone: ( )

Occupational Field: Position/Title:

Organization Name: Start Date:

Job Responsibilities/Areas of Expertise:

UW Degree(s):

Other Degrees:

Comments:

Figure 16-4: WAA Career Connections Guidelines

THE CAREER CONNECTIONS PROCESS

Before your interviews:

1 • **Read Enclosed Materials.**
Please take a few minutes of your time to look over the enclosed materials. In respect of the generosity of our volunteers, we must make sure participants understand the guidelines and the philosophy of our program. Career Connections was designed to help UW-Madison students and alumni explore career directions and opportunities. We hope to help you learn more about your particular field of interest and about the present job market in a particular geographical area. Advice about pursuing a career in that field and assistance with building your professional network are other benefits of Career Connections. Please remember, Career Connections is NOT a job placement or recruiting service. Please do not put the volunteers in the uncomfortable position of expecting them to give you a job.

2 • **Set Your Goals.**
Know your expectations for your interviews. Have your goals written down and the questions you want to ask. Enclosed are sample questions for you to consider.

3 • **Send an Introductory Letter.**
Your first contact with each volunteer should be with a letter. This is your opportunity to introduce yourself to the alumni as a member of WAA and a participant in the Career Connections program and differentiate yourself from the many others who may contact them during their work week. Give them the date on which you will be contacting them to set a mutually convenient time for your consultation. Include your resume so they may familiarize themselves with your past experiences and present situation. A sample introductory letter is enclosed.

4 • **Call to Set a Time for a Consultation.**
Please be accommodating to the volunteers' busy schedules. Make sure to set times that are most convenient for them.

After your interviews:

5 • **Send a "Thank You" Letter.**
Please send a letter immediately following your interview to express appreciation for their time and effort. A sample is enclosed which you may find helpful.

6 • **Fill out the Career Connections Evaluation.**
Enclosed is an evaluation and a return envelope for your feedback. Any suggestions and constructive comments you can offer will help us to continually improve the Career Connections program.

7• **Continue Your Networking Process.**
Make sure to ask the alumni for names of other professionals that they would suggest for you to contact to continue your networking process. The more people you talk with the more likely you are to find the success you hope for with your career exploration.

12/91

Figure 10-5: WAA Career Connections Sample Approach Letter

SAMPLE "APPROACH" LETTER

This is an example you may want to consider when writing your own personal "approach" letters.

650 North Lake Street
Madison, WI 53706
June 27, 1991

Ms. Anne M. Keller
Executive Director
1565 N. France Street
Madison, WI 53713

Dear Ms. Keller,

My name is Steve Ryan and I am a graduate of the University of Wisconsin-Madison. I am writing to you as a participant in the Career Connections program sponsored by the Wisconsin Alumni Association. Currently I am involved in exploring the career field of . . . and I would appreciate the opportunity to talk with you about your experience in this field. Your advice will provide me with valuable information to assist me in my search.

I will call you on Monday, July 1, 1991 to set up a mutually convenient time for us to talk. Enclosed is my resume for your review.

I am looking forward to speaking with you.

Sincerely,

Steve Ryan

Steve Ryan

Points to remember:

- Be sure to include your name and that you are involved with the Career Connections program sponsored by the Wisconsin Alumni Association. This is necessary to get their attention and distinguish yourself from the many other letters and phone calls they receive during their busy work days.
- Give the alumni some brief background information about yourself and your present situation.
- Keep in mind that you are asking them for an *informational* interview to seek their *advise* and to *learn* about their experiences in their career field. This is NOT a job interview.

Figure 16-6. WAA Career Connections Sample Thank-you Letter

SAMPLE "THANK YOU" LETTER

This is an example you may want to consider when writing your own personal "thank you" letter.

650 North Lake Street
Madison, WI 53706
July 9, 1991

Ms. Anne M. Keller
1565 N. France Street
Madison, WI 53713

Dear Ms. Keller,

Thank you for taking the time on Wednesday to share with me your experiences in . . . and to provide insight concerning my pursuing such a career. I enjoyed hearing about how you became interested in this field and how you got started with your first job.

I am learning quickly that in today's job market it is most likely that a person will change careers several times. It was helpful for me to hear that you experienced that same situation and how you still kept your goal of someday having your own consulting business. I especially enjoyed hearing about . . .

I am looking forward to speaking with the colleagues you suggested to contact. Hopefully I will learn as much from talking with them as I did in the time we spent together.

I will keep you posted on the status of my career exploration. I would appreciate it if you would remember me when you hear of a job opening.

Thank you once again for your time and interest.

Sincerely,

Steve Ryan

Steve Ryan

Points to Remember:

- This is a sample letter you may wish to use to thank them for the time they volunteered for your benefit. Use this opportunity to elaborate and add specifics about your time together. Handwritten letters are an appropriate touch to make your "thank you" letter more personal.
- Be sure to use specific points that were particularly helpful and interesting.
- Tell the volunteer how you plan to utilize the information and advice you gained from the consultation.
- If you agreed to stay in touch, let them know that you will keep them posted on your progress and remind them that you would appreciate it if they would pass your resume and name on if they hear of any job openings.

12/91

Figure 16-7: WAA Career Connections Evaluation Form

Career Connections Program Evaluation

The Wisconsin Alumni Association is interested in maintaining a high level of quality in its programs. Please take a few minutes to help us to serve you by evaluating the Career Connections program. (An area for comments is provided below each question. Please continue on the back side if you necessary.) Please return to WAA—A return envelope is enclosed for your convenience.

Date_____

Name _____ Student ID# _____

Date of Graduation _____ Degree _____

1. Did you find the enclosed materials to be helpful? **Yes! 5 4 3 2 1 No!**

2. How many alumni did you contact? _____

3. Were there any alumni you weren't able to reach?

4. How would you rate the receptiveness of the volunteers? **Very receptive! 5 4 3 2 1 Very unreceptive!**

5. Were there alumni who were particularly helpful?

6. How useful was the career information you obtained? **Very useful! 5 4 3 2 1 Waste of my time!**

7. Did you receive names of other professionals to contact to further build your network?

8. Did you learn about any job leads or openings through your contact with the volunteers?

9. In general, were you pleased with the Career Connections program? **Pleased! 5 4 3 2 1 Disappointed!**

10. Would you recommend the program to others? **Yes! 5 4 3 2 1 No!**

11. How did you learn about Career Connections?

12. Do you have any general suggestion to offer?

WAA

Chapter 17

Family Affairs: Establishing Parents And Sibling Programs

LoRae Ann Hamilton
Assistant Director
MSU Alumni Association
Michigan State University

Parents and sibling programs provide a rewarding opportunity to showcase the vision, academic integrity, and beauty of our institutions. The campus environment—classrooms, faculty, staff, athletic complex, research facilities, and student interaction—sets the scene to unite your prospective and current students and their families with your institution. Remember, when your institution admits the student, it admits the family as well.

Personally, I believe parents and sibling programs are among the most exciting and fulfilling programs our student advancement groups can offer. Keep reading to find out how your group can establish a new family tradition of its own.

Keep it in the family

Parents and sibling programs extend an invitation for family members to share firsthand an overview of campus life with their sons, daughters, brothers, or sisters through a variety of both educational and entertaining activities. To decide if a parents or sibling program is right for your student advancement group and institution, start by considering the following criteria:

- the need and desire to offer program;
- the level of support from the administration, advancement offices, and other key campus departments;

- the financial and environmental resources available for your program; and
- any similar parents or sibling programming currently offered on your campus.

Research your campus climate carefully (through questionnaires, focus groups, and informal interviews) before deciding to start a parents or sibling program at your institution. Ultimately, of course, it is crucial for each individual student advancement group to decide whether this type of program best suits its own mission and resources.

Once your student advancement group has decided to establish a parents program, your first order of business will be to select a coordinator, chair, or director through an election, interview, or volunteer process. Here at Michigan State University, this person takes responsibility for the design and implementation of our parents program. A successful coordinator, chair, or director must consider each member's talents and interests, harness those abilities, and unify a team to encourage joint ownership of the project.

You can recruit members for your team or planning committee in various ways. Simply ask for volunteers. Post sign-up sheets around campus. And research your student advancement group membership files for desired talents. Then seek out these special people and ask them to join your team. However you recruit your planning committee members, always remember that each person's volunteer time is equal in value, no matter how small or great the task.

Once your planning committee is in place, you'll need to ask yourself the following questions.

- When will the parents event occur?
- What specific funds have been allocated?
- What events should we include in the program?
- Are there other campus events we may be able to include in our program to broaden the scope of activity? Football games, tailgates, art festivals, theater productions, concerts, and the like?

Understanding your institution's campus climate, traditional programs, academic calendar, and budgetary constraints is key to selecting the date and specific activities for your parents program. But the voice of the parent is perhaps even more important in shaping your program. So talk to your parents. Ask them what they would like to see or participate in while on campus. Solicit their ideas or ask them to work with your planning committee. Developing productive partnerships with parents can strengthen the relationship between family and institution.

Until 1990, the Michigan State University Student Alumni Foundation's parents weekend had been held in the spring term, which provided a setting of fragrant buds and blossoms, lush green pine trees, an MSU Performing Arts Company theater production, the Union Activities Board (our student organization that programs events in the student union), and East Lansing Arts & Crafts Fair.

But in the fall of 1990, our SAF discovered that parents wanted to start the school year with their sons and daughters—either returning to campus with their enthusiastic upperclass students or beginning a new chapter in the lives of their entering freshmen. Eager to accommodate our parent audience, we set a course to establishing a new tradition. As soon as we completed our spring 1990 parents weekend, we immediately started planning our fall 1990 program.

Parents programs aren't locked into a fixed time frame. Here at MSU, for example, we were pleased to discover that our fall parents weekend was even more successful than our spring program. In fact, on many campuses, the fall

semester offers a variety of traditional events that can make great starting points for planning your new parents program. Football games, tailgate parties, and homecoming celebrations can make natural kick-off events for your new parents program. Event-filled spring semesters on other campuses can do the same.

Your parents program doesn't need to adhere to a multiple-day format either. Each student advancement group must identify its own needs and capabilities. Our SAF, as well as the student alumni associations at Iowa State University and the University of Portland, sponsor weekend formats. Student advancement groups at the University of Southern California at Los Angeles and North Louisiana University both prefer a parents *day* event. Each student advancement group must evaluate its individual needs, capabilities, and program scope—before committing to the calendar.

Pick programs that are sure to please

Whether you're planning an event-filled weekend or building on a one-day campus tradition, a wide variety of events, activities, and services can help welcome your parents to campus. Here are just a few ideas to get you started.

- **Move to the head of the class.** Work with your faculty to arrange for your parents to attend classes with their students. Or plan special lectures just for them on such topics as your academic departments, counseling center, career services, financial aid, academic planning, and campus library.
- **Take a tour.** Campus tours are popular offerings for parents. Depending upon the size of your campus, you may also want to offer separate tours of such campus attractions as art galleries, greenhouses, gardens, libraries, farm facilities, museums, recreation buildings, and laboratories.
- **Pass on traditions.** Involve visiting parents in your campus traditions. Iowa State University, for example, invites parents to kiss under the historic campus bell tower at midnight during its "Mass Campaniling." Your campus galleries, museums, and historical landmarks can provide unique settings for meals and other special events for your parents.
- **Introduce them around.** Provide opportunities for your visiting parents to meet and interact with your president, deans, and other campus VIPs. If possible, offer a reception at the president's home. Include a receiving line so everyone has a chance to meet the president.
- **Make it entertaining.** Parents program entertainment can range from athletic events to faculty and student performances to professional concerts. If your budget allows, you may want to donate proceeds to your scholarship program (be sure to let parents know).
- **Serve up sustenance.** Your visiting parents will appreciate organized meals—whether formal sit-down dinners or help-yourself buffets—if campus and community restaurants are limited. True, students usually want to eat off campus, but parents may prefer to avoid long restaurant lines.
- **Make it easy.** Illinois State University offers its parents the opportunity to meet campus representatives, enjoy student entertainment, and pick up their football, meal, and concert tickets at one convenient location. SHOWCASE ISU invites representatives from all campus departments to set up booths, meet parents, and answer questions. Complimentary coffee, juice, and doughnuts are

113

served. Parents association advisory board members are also on hand to greet guests, hand out tickets, and answer questions.

Schedule for success

Now that you've decided what kind of activities you want to offer your parents, it's time to develop a plan. A detailed schedule and careful planning are crucial to the success of your parents event. The following schedule should get you and your planning committee off to a good start. But don't let the details overwhelm you. Remember the team approach. Delegate each of the scheduled components to the appropriate committee members. When your team members recognize their specific roles, they will become more valuable and productive volunteers.

Six months before your event

- **Recruit team members.** Seek out volunteers for your planning committee and delegate specific tasks based on member interests and talents.
- **Pick a theme—and stick to it.** As a team, develop a creative focus for your event and then incorporate that theme into everything you do. A compelling theme should carry over into your brochure design, site selection, decorations, and maybe even meal selections.
- **Calculate the bottom line.** Determine your budget allocations. Do you have funds to support your program? Or will you have to factor all costs and pass them on to the participants? Determine how much you must have to implement the program vs. what you would like to have. When starting any new program, it's wise to budget conservatively. Your event budget should include such expenses as the brochure (printing, mailing), facility and equipment rentals, food, decorations, entertainment (football tickets, theater tickets, musicians, and the like), and maintenance and clean-up personnel.
- **Make reservations.** Most hotel sales managers are willing to block a number of rooms for parents. Plan to reserve hotel rooms for your visiting parents at least six months in advance. In some cases, you may have to book your rooms as far as a year before your event. When you make reservations, be sure to reserve rooms in varied price categories to meet the needs of all parents.

Meet with the participating hotel sales managers to provide a detailed agenda of the event. Often they will provide check-in refreshments, receptions, and special room rates for your visiting parents. Publish the names and telephone numbers of participating hotels in your event brochure and tell parents to identify themselves as such when making their reservations.

Depending upon the size of your community and parent population, you may wish to serve as your own reservation agent. Remember, however, if problems arise, you will be the accountable party. If you don't want to take the risk, let the professionals handle your hotel reservations.

- **Buy your tickets.** You'll need to make special arrangements to secure such entertainment as DJ's, musical groups, and football or theater tickets. Meet with appropriate staffs to determine ticket availability, costs, and arrangements for ticket purchases. When possible, buy your tickets on a consignment basis to avoid

being financially responsible for unsold tickets. Establish ticket availability *before* you place your parents event on the calendar.

• **Make it a date.** Once you've reserved the necessary hotel and facilities and confirmed ticket availability, you're ready to put your parents event on your official institutional calendar. Then publicize the big event in your alumni periodical, parents newsletter, campus newspaper, and registration handbook.

• **Create a brochure.** Begin the design and copy of your registration brochure based on your theme, budget, and available resources. Your brochure can be a wonderfully creative element of your program. As your first contact with your parent audience, it should set the tone for your event.

Writing informative, easy-to-understand copy requires careful thought and planning. So does coming up with a clever design. So if you've never worked on this type of promotional piece, consult the experts. Seek help from your alumni association, development, or marketing staffs. (For sample brochures, see Figures 17-1, 17-2, and 17-3 on pages 119-125)

Three months before your event

• **Make site inspections.** Meet with facility managers to determine specific requirements for such important details as site entry, setup, cleanup, supervision, dimensions, maximum capacity, and the like. Discuss your event openly and seek their professional advice. Their previous experiences with both successful—and not so successful—events make them great resources.

• **Place your meal orders.** Meet with your campus catering personnel to outline your financial resources, theme and decorations, and menu selections. If you want to feature the menu in your brochure, be sure to confirm your prices before you send it to the printer.

• **Order mailing labels.** Define the appropriate criteria and guidelines for your mailing labels. Your budget and the type of campus (residence or commuter population) will determine your audience. Here at Michigan State University, for example, our SAF can only afford to mail to those parents whose students live in the residence halls. We must reach commuter and off-campus students through ads in our campus newspaper, posters, and public service announcements on state (and selected out-of-state) radio and television stations.

Your institution's policy on ordering labels may require you to start this process sooner—or later—in your event calendar. If you have to order your labels over the summer, remember to make the necessary plans for the designated committee member(s) before the end of the spring semester.

Six weeks before your event

• **Drop your brochure in the mail.** It's absolutely critical to mail your brochure early enough to ensure timely receipt and response. Confer with your campus mail department and local postal officials on the proper procedures. To be cost-effective, you'll probably want to mail at bulk rates. But if you do elect to use first-class postage, you may not need to mail as early. Deadline for reservations should be no later than one to two weeks before the event. Keep in mind that you

115

can mail too early. You don't want parents to receive the brochure, set it aside, and never look at it again until the event is over.

- **Handle registration carefully.** Establishing an internal registration process is the key to planning an event that runs smoothly. The computer is by far the most effective tool available to help you manage event registration. Decide if your planning committee will be solely responsible for recording reservations or if a staff person will help. Focused personnel, a sound check-and-balance system, and patience comprise an effective registration process.
- **Order supplies.** Provide specific delivery instructions to all suppliers. Find out if you can make adjustments as your event date draws nearer. To ensure a comfort zone, establish a receive date at least one or two weeks before you absolutely have to have the supplies on hand. When determining your budget, calculate exactly how many participants you will need to cover costs. Then you can figure that anything above that number will be profit—a great buffer in case of last-minute expenditures.
- **Spread the word.** Deliver the news of your upcoming parents event to your news bureau, campus paper, community newspaper, and public service systems. These media outlets are always interested in a potential story and are glad to help promote a good program. Post banners and fliers in strategic locations on campus and in the community. Look for cooperative support in the area. Many businesses provide sponsorships, donations, and coupons that you can insert in parent registration packets.
- **Make it safe.** Consult with your campus public safety, parking, and special events personnel about your upcoming parents event. Provide parents with official guidelines in their registration materials.
- **Gather registration materials.** Assemble a list of items to include in your registration packets. Event tickets, parking guidelines, transportation passes, campus maps and facts sheets, coupons, and a complete schedule of other campus and community events are just a few of the many possibilities that can comprise the registration packet.

One week before your event

- **Close registration.** Your registration staff must adhere to the established RSVP deadline, which usually falls one to two weeks before the event. Stand firm. Your registration data determines meal counts, ticket allocation, activity preferences, and other important details. Although mailing post cards directly to parents is the most effective way to confirm reservations, it adds significant costs and requires sufficient time. Sending confirmations to the students of participating parents using campus mail is a more affordable option. Again, budget constraints, program type, and personal preference will help you determine the best approach to take for your parents event.
- **Finalize computer listings.** Print and prepare multiple sets of final event counts for delegated committee members, advisers, hotel front-desk clerks, and your registration staff.
- **Assemble registration packets.** All required support materials (tickets, maps, parking passes, coupons, promotional and educational pieces) should be ready to assemble for the check-in process. Personalize these packets with the names of

parents and students, activity selections, and ticket counts. This will provide another check-and-balance system.

• **Get organized.** When you plan to use multiple event sites, prepackage required materials and assignment rosters for each location. Each activity should have a list of materials (banners, ribbon, scissors, balloons, tape, and the like), staff names and phone numbers, facility contacts and telephone numbers, and a detailed description of entry, setup, and cleanup procedures.

Two (or maybe three) days before your event

• **Gather the troops.** Assemble your entire planning committee for a dress rehearsal two or three days before your event. Review all staffing needs, setup procedures, instruction lists, and contingency plans. Verify that your registration packets contain what they say they do. Don't leave anything to chance.

• **Check your contracts.** Two days before your event, plan to reconfirm all facility, catering, entertainment, equipment, and delivery contracts one last time. If you need to make adjustments, you still have time.

One day before your event

• **Relax.** Obviously, this is easier said than done. An effective planning committee chair will still continue to fret over every detail. This is healthy and expected, but you should make an effort to remove yourself from the scene for at least a little while. If the chair doesn't present a positive, confident image, others won't either. Remember, all measures have been taken to ensure a quality event. Your team is informed, motivated, and eager to demonstrate its achievements. Take pride in your accomplishments. It's show time!

Serve something for siblings, too

A sibling program is a lot like a parents program. The program and schedule advice offered earlier in this chapter will also help you plan successful events for your students' brothers and sisters. But before proceeding with your plans, you must consider one critical difference: Your target sibling audience does require certain precautionary behaviors.

Providing an opportunity for younger brothers and sisters to visit their sibling's campus—whether for just a day or an overnight stay—demands informed, cooperative, and supportive relationships with various campus departments. Look to your residence life office, housing and food services, public safety office, and residence hall managers and assistants for crucial support. Visiting siblings will directly affect each of these offices, so you must be sure to include them in all your plans. So once you've put your sibling event on the calendar, contact all affected offices, meet with their staffs, and ask for the help you'll need to sponsor a successful event. What's more, plan to maintain contact with these campus offices throughout the entire planning process.

The residence hall association sponsors many sibling programs. Because so many visiting brothers and sisters stay in residence halls, competition for the opportunity to sponsor this program may surface. Be careful to examine your student advancement group's desire, resources, and purpose in establishing such a program. The rewards are rich, but the responsibility is great. Be certain you believe a sibling program is worth the effort.

Here at Michigan State University, our Student Alumni Foundation has worked hard to establish strong, effective, and mutually beneficial relationships with the MSU Residence Hall Association the Union Activities Board to help them offer a well-structured and supervised event. Co-sponsorships such as ours can broaden your range of program activities, increase staffing coverage, and heighten the awareness of your student advancement group and its mission.

As you begin to consider the types of activities for your sibling event, first identify your target age group. The purpose of your event is to provide wholesome, structured activities for the student and sibling to enjoy together. Remember, your sibling event is not a mass baby-sit-a-thon. Target ages that will appreciate your event and the campus environment. Our SAF at Michigan State zeros in on a preferred range between 10 and 16. But, the final decision about who attends still rests with parents and resident students. Make sure your registration brochure makes this point clear and requires a signature on a waiver of liability statement. You should also suggest that parents discuss appropriate behavior with visiting siblings before they leave for campus.

Should siblings behave inappropriately or violate campus policy during the course of their stay, contact the parents immediately and ask them to pick up their children. To expedite this transaction, make sure you have emergency information readily available. When developing your registration brochure, request the specific name(s), address, and telephone number(s) to use in case of an emergency. Your computer registration data should designate both parent(s) and student names as well as this emergency contact information. Distribute the finalized, printed listing of this data to residence hall managers and your department of public safety. This creates a safety net so emergency information is readily accessible to key members of your support system.

When designing your event itinerary, focus on activities that promote sharing the experience together. The purpose of a sibling program is to provide a first-hand glimpse of campus life—the residence hall, dormitory food, and the sights and sounds of your institution. If you emphasize this togetherness, you will fulfill the goals of the program.

Beyond this single program requirement, your options are endless. Activities that have proved enjoyable and successful include carnivals, casino nights, pep rallies, pictures with the campus mascot, ice cream socials, concerts, rodeos, and beach parties. As if that's not enough, you can also open the doors of your campus gymnasium, pool, ice or roller skating rink, bowling alleys, and movie theaters. You may even want to dress the part. Here at MSU, our past sibling weekends have featured costumed clowns, cowboys, and even a few beachcombers. Whatever you offer, get ready to have a lot fun.

Encourage your student advancement group to consider starting a new tradition on campus: parents and sibling programs. With the right combination of programming and planning, you can share the character and pride of your institution with some very special people—your students' moms, dads, brothers, and sisters. Together, you can make it a family affair.

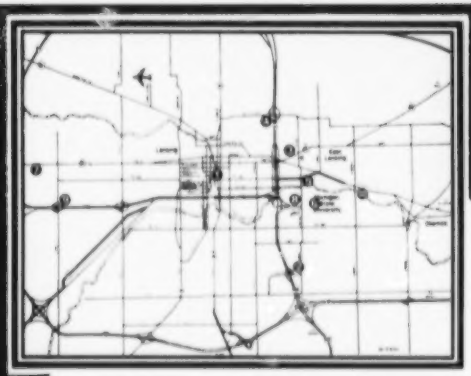
Figure 17-1: Michigan State University Parents Weekend Brochure

BEST COPY AVAILABLE

119

THE SIGHTS & SOUNDS OF MSU
22¢ MSU
22¢ MSU
PARENTS' WEEKEND '88
The Student Alumni Foundation and MSU cordially invite you to participate in the 1988 annual Parents' Weekend to be held May 11-22, 1988 in "Spartan Country," MSU campus, East Lansing. Parents' Weekend activities are designed to give you the opportunity to become familiar with the MSU community, of which your son or daughter is a vital part. To make reservations, complete the attached application and return it to the Student Alumni Foundation by April 1, 1988. A schedule of events and a map of the Lansing area are enclosed for your convenience.
In Spartan Spirit,
Dawn Salzgeber, Co-Director Parents' Weekend
Angie Cupp, Co-Director Parents' Weekend
SCHEDULE OF EVENTS
Saturday May 21, 1988
10am-1pm Registration - International Center
10am-5pm Spirit Shop open - International Center
8am-5pm East Lansing Art Fair
11am-1pm Parents' Brunch in Residence Halls
1pm Kresge Art Museum Tour
2pm Kresge Art Museum Tour
3pm MSU Museum Tour
4pm MSU Museum Tour
4:30pm-6:30pm Parents' Dinner
5pm-7pm Lafayette Square
8pm "Starbound" - Abrams Planetarium
8pm "The Music Man" - Wharton Center
"After Glow" - hors d'oeuvres
Grand Tier
Sunday May 22, 1988
11am-1pm Spartan Brunch - International Center
"Sights & Sounds of MSU" slide show

BEST COPY AVAILABLE



Don't hesitate – hotels are filling quickly!

1 **Radisson Hotel**
$55 flat rate
482-0808

2 **Red Roof Inn East**
$37.43 double
332-2575

3 **Quality Inn**
$33 single
$38 double
351-1640

4 **Clubhouse Inn**
$39.95 single
482-0500

5 **Kellogg Center (MSU)**
$49 single
$54 double
332-6571

6 **Butterfield Guest House**
$17.50 single
$25.00 double
355-7480

7 **Hilton Inn**
$53 single
$57 double
627-5211

8 **University Inn**
$34.50 single
$39.50 double
351-5500

9 **Sheraton Inn**
$65 single
$75 double
323-7300

10 **Residence Inn**
$68 suite
332-7711

(Reservations must be made by May 6)

(Reservations must be made by April 1)

THE SIGHTS & SOUNDS OF MSU

22¢ MSU

GENERAL INFORMATION

Registration:
Parents register at the International Center, on campus, from 10am - 1pm Saturday.

Information:
An information table will be located in the International Center all day Saturday. Maps and phone hotline will be available for your convenience. More details at registration.

Parking:
Parking is available in any public or employee lots on Saturday and Sunday.

Accommodations:
Parents' Weekend rates will be available at the above hotels. Please see DEADLINES for closing dates on packages and rates. Be sure to identify yourself as an MSU Parent.

East Lansing Art Fair:
Various arts and crafts will be on display along Grand River Ave. and by the MSU Union on campus for your viewing pleasure.

Tours:
Tours of the MSU campus, Kresge Art Center, and MSU Museum will be given throughout the day Saturday. See registration form for times. Location: Designated Museum on campus.

RHA Movies:
The Residence Halls Association will show entertaining movies Saturday night at various locations on campus. More details at registration.

Duck Feeding:
A pleasure unique to MSU! Enjoy the wildlife and beautiful scenery along the banks of the Red Cedar river near Wells Hall on campus.

Parents' Brunch:

Awaiting you at the Residence Halls is a fabulous brunch bursting with an extensive array of foods. Join your Spartan for brunch from 11-1pm Saturday in the all-campus wide brunch sponsored by the MSU Food Service. Tickets available at all residence hall desks for $4.95.

Parents' Dinner:

Join your Spartan for dinner from 4:30-6:30pm Saturday in his or her residence hall. Extensive varieties of food served sponsored by the MSU Food Service. Tickets available at all residence hall desks for $5.00.

"Starbound":

MSU's Abrams Planetarium entertains you in this potpourri of general astronomy including constellations and exotic astronomical objects. After the show, weather permitting, the research telescope will be available for viewing the world beyond. Planetarium costs: $2.50 for adults, $2.00 for students.

Theater:

"The Music Man" will be presented by MSU's own Performing Arts Company Saturday at 8pm at the Wharton Center on campus. We're limited to 300 tickets in orchestra seating, so hurry and reserve your space by April 1.

"After Glow":

Join us after "The Music Man" for hors d'oeuvres and conversation highlighted by a visit from Provost David Scott (MSU Chief Academic Officer). Location: The Grand Tier at Wharton Center. Limited to 300 people.

Spartan Brunch:

Join us Sunday for food and festivities in our All-You-Can-Eat buffet in the Crossroads Cafe (International Center), followed by a slide show of the "Sights and Sounds of MSU," and a visit by the Marching Spartans. It's the perfect way to end a fun-filled weekend with your Spartan!

Lafayette Square Dinner:

Enjoy dinner in a fine, full-service restaurant located in the Southeast Upper Lobby of Brody Hall. Lafayette Square has arranged a special dinner menu for the evening at only $9.50 per person ($6.60 for residence hall students). The menu includes an appetizer, soup and salad bar, your choice of Charbroiled Chicken Teriyaki, Roasted Prime Rib, or Steamed Shrimp in the Shell, beverage, and dessert. Tickets will be available at registration. Limited to the first 100 people.

ADDITIONAL ATTRACTIONS

Tennis

MSU Tennis Courts. Discount rates will be available. Call for reservations: $12.00 for parents (517) 355-2269.

Golf

Forest Akers Golf Course. Call ahead for tee time. Discount rates will be available for parents. (517) 355-1638.

Canoeing

Red Cedar River. Located behind Bessey Hall. Hours are from 11:30am-10:00pm. The price is $3.00 for the first hour and $2.00 for every hour after that.

Swimming

IM West. Relax in the indoor or outdoor (weather permitting) pool.
Hours: indoor 12pm-4pm
outdoor 12pm-2pm

For further information contact the Student Alumni Foundation at (517) 355-4458.

MAKE YOUR RESERVATIONS NOW for PARENTS' WEEKEND '88

Name_____

Student's Name_____

Home Address_____

Campus Address_____

Home Phone_____

Campus Phone_____

Please reserve space(s) for the following events (indicate the number attending each):

___ "The Music Man" (performance only) $8 per person

___ "The Music Man" and the "After Glow" $18 per person

___ Spartan Brunch $10 per person

Kresge Art Center Tour (no charge)
___ 1 pm ___ 2 pm

MSU Museum Tour (no charge)
___ 3 pm ___ 4 pm

___ Registration Fee $2.00 per couple

Please make checks payable to the MSU Student Alumni Foundation and mail with this form to:

Parents' Weekend '88
Student Alumni Foundation
Union Building
Michigan State University
East Lansing, MI 48824-1029

Figure 17-2 Michigan State University Sibling Weekend Brochure

SIBLINGS' WEEKEND '92
FUN UNDER THE SUN
SAF
19 92
FEBRUARY 1ST, 2ND 1992
STUDENT ALUMNI FOUNDATION
MICHIGAN STATE UNIVERSITY
Dear PARENTS/ GUARDIANS/ STUDENTS,
The STUDENT ALUMNI FOUNDATION is proud to announce its eleventh annual SAF SIBLINGS' WEEKEND to be held February 1 and 2, 1992.
SAF Siblings' Weekend provides the opportunity for MSU students to invite their brothers and sisters to campus for an extended visit. The siblings get to see first hand where their brothers and sisters live, meet their friends, and most importantly, share a special time together, while experiencing the beauty and wonder of Michigan State University.
Our program has been designed to provide a wholesome experience for children ages 10 to 16 years old.
FUN UNDER THE SUN
SAF
19 92
GUIDELINES
Registration Fee: $12.00 Non-Refundable
Registration Deadline: January 10, 1992
Check In: February 1, 1992, 9:30 am-1:00 pm
MSU Union Lounge
*All registered siblings must check in to receive registration packets containing event information and admission tickets.
Note: **All siblings must present their registration card to obtain entry to events and residence halls.
**Additional monies should be sent with son/daughter to cover ALL meals.
**Parents/Guardians—note parking is at a premium at Michigan State University. Restricted lots, zones and areas are clearly marked. Please park accordingly when on campus.
T-shirts are available for $10.00 paid in advance.
EXPECTED BEHAVIOR
It is important the parents realize they are responsible for their children while visiting campus. Therefore, we ask you to discuss with your MSU student and their siblings appropriate behavior while they are guests. It is mandatory we have a telephone number where you can be reached in the event of an emergency. The STUDENT ALUMNI FOUNDATION recommends parents send some form of identification with each visiting sibling.
In the event your son or daughter is involved in inappropriate or unlawful behavior, this will result in immediate dismissal from campus and notification by our staff.
The STUDENT ALUMNI FOUNDATION encourages your cooperation and trusts you will assist in ensuring that the siblings of Michigan State University abide by the rules and respect our campus and community.

Saturday, FEBRUARY 1ST, 1992

9:30–1:00
Registration
10:00–11:00
Campus Tour
Noon–4:00
Open Gym & Swim
12:30–2:00
Pep Rally
Noon–5:00
Billiards & Bowling

4:45–6:45
Ice Skating
7:00–10:00
Roller Skating
7:00–11:00
RHA Movies
7:00–11:00
Carnival

Sunday, FEBRUARY 2ND, 1992

1:00–3:00
Scavenger Hunt
1:00–4:00
Open Gym & Swim
2:00–5:00
Roller Skating

PRICE

$12.00 Price includes admission to the Pep Rally, Carnival, Scavenger Hunt, Open Gym and Swim, and the ice rink (skate rental is extra). Meals are not included in the price.

EVENT DESCRIPTIONS

Pep Rally—meet the MSU athletes and cheerleaders, and get their signatures.

Carnival—Games, fortune tellers and palm readers, Fun Flicks (lip sync your own music video), and pictures with Sparty. Located on the 2nd floor of the Union.

Scavenger Hunt—Scrounge the campus for 30 items—prizes awarded to the winners!

Mikala Keating Kiersten Nobach

Mikala Keating — Kiersten Nobach
Co-Directors of Siblings' Weekend '92

Registration FORM

(Please Print)

Date: _____
Sibling's Name: _____
Age: _____
Sibling's Name: _____
Age: _____
MSU Student's Name: _____
Phone # _____
MSU Student's Address: _____

_____

Name of Parent/Guardian: _____
Phone number where you can be reached in case of emergency: ( ) _____
Daytime phone number: _____

WAIVER OF LIABILITY

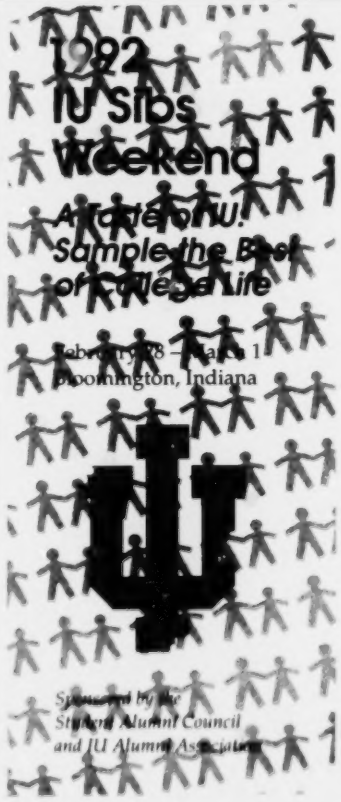
It is agreed that as parent/guardian of said participating child/children, I agree to waive any right or cause of action of any kind whatsoever, arising as a result of Student Alumni Foundation Siblings' Weekend, from which any liability may or could accrue to the Student Alumni Foundation, its members and officers, and its agents, or Michigan State University.

It is further acknowledged that I have read and understand the enclosed letter regarding expected behavior of participating children and have conveyed to my child/children that it is expected that all campus rules, as well as local and state laws will be followed.

Signature of Parent/Guardian: _____
No. of Siblings Attending: _____
T-Shirts are $10.00 each.
Quantity: _____ Amount: $ _____
Amount Enclosed: $ _____
Absolutely NO Refunds

NOTE: Send to: Student Alumni Foundation, Attn: Siblings' Weekend, 109 MSU Union, E. Lansing, MI 48824-1029

Figure 17-3: Indiana University Sibling Weekend Brochure



1992 IU Sibs Weekend

A Taste of IU:
Sample the Best of College Life

Take a Bite!

Spend a weekend in Bloomington as an Indiana University student! Indiana University's Student Alumni Council is proud to invite brothers and sisters (grades 7-12) of current IU students who live in the residence halls to a smorgasbord of fun. Come share the sights, sounds, and experiences of a student at one of the world's greatest universities. Join us for a weekend of music, dancing, academics and eating! The festivities take place on the weekend of February 28 – March 1, so sign up now for this unique opportunity.

Club Sib

Begin the weekend by socializing in our 'made for Sibs' dance club. The Frangipani Room in the Union hosts a rhythmic beat, refreshments and a real college night club atmosphere.

College 101

Get the flavor of a true college lecture without the need to take notes. We've collected some of the campus's most interesting, entertaining, and creative professors to give you insight into the world of college academics.

Sibs Shoot Out

Have you ever dreamed of scoring the winning basket for IU? Here's your chance. Team up with your Sib for a Hoosier Shooting Contest in an IU athletic facility. Get your picture taken in an authentic IU jersey, and imagine yourself shooting the winning basket for Bob Knight's Hoosiers.

Zaa, Sticks, & Wings

In college lingo, zaa is everyone's favorite pizza, and sticks and wings are bread sticks and spicy chicken wings. You get to choose the best of Bloomington's pizza, sticks and wings, for a dinner fit for a king. If you weren't aware, Bloomington is the Mecca for zaa.

Feel the Beat

Get a taste of Bloomington's night life with one of the area's spiciest bands, the Chosen Few. Rock at Alumni Hall in the Indiana Memorial Union as the Chosen Few gives you the best music that Bloomington has to offer.

Schedule for 1992 Sibs

(tentative)

Friday, Feb. 28

4-8 p.m.	Registration, IMU Dinner on your own
8:30-9:30 p.m.	Sib Assembly
9:30-midnight	Club Sib

Saturday, Feb. 29

7:30-10 a.m.	Breakfast, Residence Halls
Noon	Lunch on your own
1-2 p.m.	College 101
2-3 p.m.	Campus Tour
3:30-5:30 p.m.	Sibs Shoot Out
6:30-8 p.m.	Zaa, Sticks, & Wings
9-11 p.m.	Concert

Sunday, March 1

7:30-10 a.m.	Breakfast, Residence Halls

Details

Student Alumni Council will provide transportation between Bloomington and the Indianapolis International airport. Please indicate on the registration form whether you are interested in this service.

University policy requires that overnight guests in the residence halls be of the same sex as their hosts. Students with siblings of the opposite sex should arrange to have them spend the night with students of their own sex. Please indicate on the registration form with whom the sibling will be housed if this is the case.

All siblings must be preregistered by February 21, 1992. A non-refundable registration fee of **$40** is required for each sibling. This fee covers all activities, concert tickets, and all meals except dinner on Friday and lunch on Saturday for **both students and their siblings**. Siblings will be provided meal tickets in order to eat breakfast with their students in the residence halls on Saturday and Sunday.

Please make your check payable to the **IU Alumni Association** and mail it along with the completed registration form to Student Alumni Council, IMU Suite 400, Bloomington, IN 47405. Once your registration has been processed, you will be sent a confirmation letter with additional information. If you have questions or concerns, please contact our office at **812/855-7221**.

Chapter 18

Student Programs: Creating Ties for Future Alumni

Tracy L. Kleppinger
Assistant Director of Alumni Relations
Muhlenberg College

> Long after we have left the campus, a part of Muhlenberg College will remain with us. It is perhaps at first a tangible reminder of the college which will remain . . . some notebooks, an alma mater, a memory of the lovely blossoms which announce spring to the campus—these may at first be most vivid in our memories. Later, it will become the spirit of Muhlenberg which will predominate in our reminiscences.—*1967 Ciarla Yearbook Dedication*

When I first arrived on the campus of Muhlenberg College as a first-year student, I became aware of a sense of tradition about this place. The stately trees, the wide expanse of green lawn, the venerable stone buildings whose walls could probably tell a thousand tales. I was sure that this college was an alma mater of which I could be proud.

School pride has certainly changed over the years. From the 1940s until the late 1960s, the orientation rites included the Freshman Challenge, which required first-year students to doff their dinks and recite an oratory about General Peter Muhlenberg as they passed by his likeness on campus—upon command of any upperclass student. The Freshman Tribunal, a seemingly fiendish group of upperclass students that helpfully suggested the rules of conduct on campus, taught first-year students the importance of abiding by the "regs." Class unity was further cemented through the Frosh-Soph tug-of-war and other athletic contests. From

speaking with alumni of this era, these activities taught respect—and resulted in that often inexplicable sense of school spirit.

But today's world is different and more complex issues face students in the '90s. We now see many of the spirit-building traditions of the past as nothing more than degrading hazing rituals. Today, our institutions must offer more varied programming—from structured advising groups to student icebreakers—to ensure that the undergraduate experience is positive and rewarding.

Solid student programming provides depth to the undergraduate experience that will help you lay a solid foundation for the natural transition from student to alumnus. If you nurture this progression from the start with supportive student programs, your students will repay your institution with a lifelong commitment that begins long before graduation.

When developing student programs, consider anything that will put the name of your alumni association or student alumni association in front of students. Start your programming with the freshman class, follow through every year with signature events for each class or the student body at large, and make an especially strong program push with the senior class. Hit 'em coming and going. Keep reading for a variety of program ideas that you can put to work for your students and your institution.

New students

The freshman class is perhaps your widest and most receptive audience. These students arrive on campus looking for their own special niches, their own place in the scheme of campus life. Typically full of energy and excitement, they are willing to try just about anything. Hit them hard, hit them early, and do all you can to show them that your institution is home. Start them out on the path to a successful tenure on your campus.

- **Welcome students before they hit campus.** A perfect way to make yourself known to new students before they even arrive on campus is a welcome picnic. Muhlenberg holds these informal welcomes in several regions at the homes of alumni to encourage relaxed interaction. Incoming students and their families who attend will be able to get the inside scoop from current students. We also invite faculty, administrators, and area alumni (especially some new grads). Such proactive programs mean that when first-year students do arrive on campus, they will already know a handful of classmates and student advancement group members. They'll also have seen the alumni office at work.
- **Provide eye-opening orientations.** Do all you can to make new students feel welcome in their new home away from home. Most campuses already have organized orientation programs, so jump on the bandwagon. Student advancement programs can help new students experience campus spirit firsthand by sponsoring events during these first days on campus. The possibilities are limitless: ice cream socials, team competitions, volleyball tournaments, or other contests with faculty and administrators. The University of Illinois-Chicago even sponsors its new student weekend at an off-campus camp.
- **Pass on traditions.** An early introduction to campus traditions gives new students a taste of the history and spirit of the institution. At Muhlenberg, our Student Alumni Association attends the first class meeting during orientation to

teach the alma mater song. The group then walks to the president's house to serenade him and the first lady. The University of Kansas Student Alumni Association's Hawk Week (the week before classes begin) features Traditions Night where the SAA teaches new students the Alma Mater, history, and fight songs. The University of Maine's SAA echoes years past with its freshman parade, a Torchlight Tromp Down the Mall.

• **Offer free refills.** Provide coffee and doughnuts for incoming students and let them keep the mug—complete with an imprinted welcome message from your student advancement group. For that matter, any welcome gifts—such as class key chains, pencils, and door memo boards—are worth the money.

• **Guide students to campus success.** Publish a student handbook or resource booklet containing all kinds of important information every new student needs to know. Here at Muhlenberg College, our "Opening the Red Doors" is filled with college trivia, important office hours and phone numbers, humorous laundry tips, campus buzzwords, and much more. Pennsylvania State University's handbook includes information on campus clubs and organizations and as well as a list of "25 Things a Real Penn Stater Does at University Park."

• **Go first-class all the way.** Throughout the first year, special "freshman only" events help build class unity. George Washington University invites freshmen, along with its SAA members and local alumni, to a big-screen TV party on campus to help cheer on Washington Redskins football. At Franklin & Marshall College, a Freshman Feast takes the first-year class off campus to an undisclosed location for dinner and entertainment.

• **Make the adjustment.** The University of Delaware Student Alumni Association coordinates its Student Connection in conjunction with the campus housing and residence life office. This program matches students of the all-freshman residence hall complex with upperclass big brothers and sisters, preferably of the same major. These volunteer buddies show new students around, explain university policies and programs, and offer advice on adjusting to campus life.

Alumni-in-training

When developing programs for your student advancement group, don't limit yourself to first-year and senior-year students. Put your student members to work livening up campus for everyone.

• **Sponsor a campus event.** Choose from a variety of traditional—and novel—ideas. To name just a few, you can invite your students to a movie, concert, theme dance, open-mic night, karaoke contest, or a lip sync playoff. In keeping with tradition, UCLA's Student Alumni Association sponsors its annual Spring Sing, an event that's been showcasing Bruin talent since 1945. At Union College, the SAA invites students to hit the road at its popular suitcase party. Students come with their bags packed, and one lucky participant wins the chance to take off the next day on an all-expense paid trip.

• **Take advantage of holidays**. Host a dance or picnic to celebrate the start of the new semester. Work with your food service to promote such unusual holidays as French Fry Friday (February 21), National Pizza Week (January 13-19), and National Popcorn Day (January 26). Or consider simply holding a festive

study break at your student union. Another creative suggestion: a Halloween pumpkin-carving contest.

• **Celebrate the life of your institution.** When we dedicated Muhlenberg's Trexler Library, we asked students to form a human chain to pass books from the old building to the new. This practical book-passing ceremony also helped students feel involved in the life of our institution. Furman University's Student Alumni Council sponsors founders day—complete with a formal convocation, a Furman birthday cake, and tree-planting and time-capsule ceremonies—to educate current students about the university's rich heritage. Look for ways to celebrate significant anniversaries in your institution's history and invite your students to join in the festivities.

• **Involve students with alumni.** Sponsored each spring by our local alumni chapter, the Entertain-an-Undergraduate program matches current students with local alumni for an evening off-campus—and a break from campus food.

• **Serve your campus community.** Encourage your student advancement group to sponsor a campus clean-up event, such as landscaping, painting, or cleaning windows. Invite all constituencies—alumni, students, faculty, and administrators—to work together toward a common goal.

• **Join the elite.** The University of Iowa allows students to join its alumni association while still on campus. For nominal dues, students receive many benefits, including a T-shirt, athletic passes, and various discounts. This special student membership offer also helps promote the alumni association to students before they leave campus.

Career programs

Programs that set your students on the right career path will also help create a sense of institutional commitment long after graduation. Here are a handful of career program ideas to get you started.

• **Start early.** At the University of Nebraska-Lincoln, SAA members work with the career office to produce a comprehensive career guide for new students. The message: It's never too soon to start planning your future.

• **Gear up for success.** Here at Muhlenberg, our "Get Your Career in Gear" fair brings together alumni from more than 23 professions. The office of career development and the alumni association's career services committee co-sponsor the fair, which offers undergraduates the opportunity to explore a variety of jobs, career paths, and employment strategies in an informal atmosphere.

• **Make the most of your volunteer network.** Try to publish a resume book with the help of your career development office. Simply solicit seniors to submit their resumes for approval, photocopy and bind the book, and send it to your alumni volunteer network. It will not only encourage students to use the resources at the career development office but also make your alumni feel good about helping a fellow graduate.

Athletic events

Your institution's athletic programs offer many opportunities to celebrate. No

matter what sports score big on your campus, look for ways to build winning student programs around them.

• **Give 'em a boost.** Your student alumni association can function as a booster club to generate excitement and get the crowd cheering. The Brock University Student Ambassadors provide cheerleading back-up at sporting events and paint BU badger paws on spectator faces. The SUNY-Buffalo University Student Alumni Board's Zoo Crew paints its fans' faces blue and white to show their support.

• **Pack the gym.** Pick the biggest game of the season and create a series of fun events around it. Consider holding a special drawing of donated prizes (such as sportswear from the bookstore) for everyone who comes clad in school colors. Distribute game souvenirs to the first 100 people through the doors or hold a contest between your classes to see which can generate the biggest turnout.

• **Compete to win.** Make the most of games with big-team rivalries by creating a series of events similar to your homecoming festivities. At UCLA, for example, the SAA celebrates "Beat SC Week" with a rally, bonfire, and other spirited activities before the big game.

Homecoming hoopla

Your homecoming celebration offers plenty of opportunities to create student programs that share in the fun. Here are just a few suggestions that may work on your campus.

• **Get in the spirit.** Celebrate throughout the week leading up to homecoming with school color day, trivia contests, and spirit competitions. End the week with a bonfire and pep rally to salute your fall sports teams. At Muhlenberg, our SAA sends every student a raffle ticket to bring to the pep rally to be eligible for prizes, which local restaurants and businesses donate. In addition, we announce our Homecoming Court and invite participants to play our own campus version of "Family Feud."

• **Plan a parade.** There's nothing quite like the pageantry and color of a parade to generate excitement. Encourage every campus organization or residence hall to create an entry, which a panel of alumni and faculty can judge. Step off before the big game, with your homecoming court and cheerleaders leading the way, along with your marching band. Muhlenberg doesn't have a marching band, but area high school bands are always eager join our parade. To generate good community relations, our SAA also distributes fliers to the surrounding residential neighborhoods to invite residents to come out and line the parade route.

• **Stick with traditions.** Once again, capitalize on your institution's established traditions or create your own. Pennsylvania State University holds a "Come Home to the Lion" vigil to defend their Nittany Lion shrine from enemies. Two days before homecoming, the University of Maine Student Alumni Association paints paw prints from the black bear statue to the football stadium to show that the mascot has laid claim to the scoreboard.

Senior sensation

Commencement represents more than an end of the undergraduate experience.

It's also a beginning of a new relationship between graduate and alma mater. So send your seniors off in style with a positive feeling about your institution and a continued commitment to staying involved once they've entered the real world. (Turn to Chapter 15 for more senior programming ideas.)

- **Ease into the transition.** Don't limit your focus to the days just before graduation. Instead, concentrate on the senior year as a whole. Get involved with the senior class council to determine its needs and brainstorm about ideas. Consider sponsoring a senior year kick-off party, faculty mixers, "Real Life 101" seminars with alumni offering practical advice on everything from professions to relocation tips, or theme parties such as a casino night or beach party.
- **Graduate with honors.** Preludes to graduation can take on many and varied themes. Here at Muhlenberg, our SAA sponsors a senior champagne brunch a day or two before graduation. The program includes an introduction to the alumni association, the presentation of our senior superlative awards (best dressed, most likely to succeed, and the like), and a slide show. A special memento from the SAA to the senior class, the slide show is kept for a second viewing at the class's five-year reunion. The Tulane University Student Alumni Association honors seniors and celebrates their new alumni status with a "Mudbugs and More" crawfish party. The University of Kansas SAA hosts a senior open house and cookout at the alumni center (administrators and deans cook and serve), complete with a live broadcast from the campus radio station.
- **Count on zero-year reunions.** Right before graduation, Penn State Lion Ambassadors sponsor a zero-year reunion for graduating seniors that features a local band and a giant slip-'n'-slide to send graduates on their way. Reunion-goers receive a free one-year alumni association membership.
- **Get serious.** Muhlenberg's SAA and alumni office sponsor a senior candlelighting ceremony in conjunction with the senior class thank-you party for parents. The brief program consists of a toast to parents, a memorial for members of the class who have passed away, and a parting message from our college president. The ceremony continues with the symbolic passing of the flame from the alumni association president to the senior class president and then to each graduating senior. When all candles are lit, everyone sings the Alma Mater.
- **Welcome to the real world.** We couldn't send our seniors off without being prepared, so we created a new grad handbook. Like our freshman handbook, it contains a wide variety of news to use on such varied topics as regional chapters, the annual fund, the career network, admissions ambassadors, and sports schedules. The comprehensive guide also includes a class list with home addresses, quotable quotes, memorable memories, advice from the 25-year reunion class, an information update form for alumni records, and valuable coupons.

Student advocates

There's more than one definition for alumnus. Some institutions consider their students alumni as soon as matriculation occurs. Others only apply the term to graduates. But however you define your alumni audience, one underlying fact remains. Today's students will become tomorrow's alumni. And your students can become your No. 1 alumni advocates in advancing your institution through volunteer service, financial contributions, and word-of-mouth promotion.

But remember, undergraduates don't automatically grow into eager alumni when they pick up their diplomas. You must first lay the groundwork for continued institutional commitment with strong student programs. Developing successful programs with students in mind will help your institution make an investment with unbeatable returns: dedicated donors and loyal volunteers.

Section 5

Today and Beyond

Chapter 19

Making the Connection: The Student Alumni Association/ Student Foundation Network

Barbara J. Wright-Chollet
Director of Student Programs
University of Nebraska-Lincoln

The concept of student advancement organizations has been around since the late 1940s. Some time in the 1970s, members started gathering at host institutions for fall conventions. By 1981, the University of Nebraska-Lincoln recorded 350 annual convention participants, an all-time high. As a direct result of the increasing growth and interest in student advancement programs around the country, the Student Alumni Association/Student Foundation Network emerged two years later at the 1983 convention held at the University of Minnesota.

In 1990, I attended the annual SAA/SF Network convention at the University of Kansas where more than 700 enthusiastic students and advisers gathered to share and network. The increasing popularity of these conventions prompted the Network to add to its calendar eight annual district conferences (based on the eight CASE geographic districts across the United States and Canada). Usually held during the second semester or winter term, student alumni or foundation programs host district conferences—as well as the Network convention—on their college and university campuses.

Established to bring together institutions from a smaller geographic area, district conferences are often accessible by car, bus, and van. Eliminating the cost of airfare makes district conferences an affordable option for institutions that find their budgets only allow for one such meeting each year. Although smaller than the Network convention, district conferences strive to offer its members similar advancement programming.

Until 1992, Network headquarters had rotated every two years to a volunteer

institution. Previous Network headquarters include the University of South Florida ('83-'85), the University of Maine at Orono ('85-'87), the University of California at Santa Barbara ('87-'89), and the University of Nebraska-Lincoln ('89-'91).

Although each of these institutions served the Network well, the success of the organization brought with it increased responsibility and time commitment. Individual alumni associations and foundations began to wonder if they could—or should—continue to take responsibility for such a growing organization. Others questioned whether Network funds should be channeled through a separate corporation for tax purposes.

Consequently, Network management changed dramatically during the 1991-92 academic year. Under the leadership of the University of Nebraska-Lincoln Student Network Chair Beth Olson, the Network decided to investigate an affiliation with CASE. The marriage of the SAA/SF Network and CASE appeared beneficial to all. It would offer information stability and student internships in the advancement field and allow the Network to remain a basically student-driven organization. The CASE Board of Trustees adopted the proposal in 1991, and Washington, DC, became the permanent home for the Network. Six-month CASE internships offer students the opportunity to gain hands-on advancement experience and provide CASE with an additional staff member to help handle the daily operation of the Network.

Serving as a communication link among SAAs, SFs, CASE, and other student advancement organizations throughout the United States and Canada, the SAA/SF Network currently boasts some 300 member institutions. The Network publishes three newsletters and a membership directory each year, helps host institutions plan the annual Network convention, manages membership monies, assists with district operation, and addresses Networkwide issues and concerns.

Come together at conferences

The annual Network convention and district conferences are designed to enhance and promote student advancement programs throughout the United States and Canada. Each host institution focuses its conference or convention around a central theme. Nationally renown speakers offer students and advisers valuable insights into careers, leadership development, and management, as well as the lighter side of their professional lives.

Because these meetings tend to be primarily student-driven, students learn from one another through various program tracks and seminars. Usually, conference and convention programs offer special sessions for advisers, newcomers, and veteran members. How-to sessions on hosting district conferences and the annual Network convention are also available. Leadership training for new advisers is another recent session addition. What's more, Network conventions often set the scene for changes that will affect the entire Network. It is here that we adopt and amend bylaws, develop new policies and procedures, and elect our district representatives.

The institutional backgrounds of those who attend conferences and conventions vary greatly. They come from institutions that are both large and small, private and public, two-year and four-year, and U.S. and Canadian. Some are members of small student alumni groups. Others belong to large student foundations. But

regardless of these differences, students are able to take away program ideas that they can adapt to fit their own advancement group's goals and institution's needs.

Become the host with most

Hosting a district conference or an annual Network convention at your institution can be a rewarding experience. With the assistance of advisers and other campus professionals, students have the unique opportunity to lead other students from institutions across the United States and Canada.

Available guidelines on hosting and bidding for the annual Network convention ensure fairness and accessibility to all member institutions. In fact, in 1989 the SAA/SF Network Executive Committee adopted a site-rotation policy for the annual Network convention to make it more accessible to all districts. Using CASE district boundaries, the policy divided the continent into three regions. Site rotation progressed from the Central region in 1990 to the West in 1991 to the East in 1992. However, in 1992, the executive committee amended its site-rotation policy to include only two regions: Region 1 (Districts I, II, III, and V) and Region 2 (Districts IV, VI, VII, VIII).

If no organization from any institution within the next host region declares its intention to make a bid to host by December 15, any member institution may then bid to become convention host. Each year at the annual Network convention, the host institution also plans the meeting of the SAA/SF Network Executive Committee. This is the only time during the year that district representatives, advisers, and advisory council members will all gather at one location.

At the district level (again defined by CASE's eight district boundaries), district representatives—students elected to two-year terms—also serve member institutions. An SAA/SF Network chair is elected from this group to run meetings and represent the organization. District reps are also responsible for establishing the selection process for conference host institutions within each district.

Reap the benefits

The benefits to those attending SAA/SF Network district conferences and annual Network conventions are, indeed, many. Whenever possible, I strongly encourage all advisers and as many students as possible to attend either at the district or Network level. I promise you will return to your campus energized and impressed with the ability and commitment of our current students and future alumni.

The knowledge and experience students gain from their involvement in these conferences will last a lifetime—whether they are responsible for hosting the annual convention, presenting at a district conference, or simply attending sessions. Through sharing common interests and networking with each other, students from across the Network develop lifelong friendships. Student speakers learn communication skills, poise, and professional responsibility. By sharing the good, the bad, and the ugly, student advancement groups have the chance to showcase successful programs and learn from failures. Finally, as participants return to their campuses to discuss program ideas, they learn to put the "adopt and adapt" theory to work for their institutions and organizations.

139

Advisers also reap many benefits from conference and convention attendance. Many are the same as for students: networking, friendships, sharing, and the like. But advisers also have the satisfaction of seeing their students gain positive reinforcement for all the hard work and many volunteer hours they have devoted to the future of their alma mater.

In addition, a camaraderie usually develops between the adviser and students attending a conference or convention. It's a time for you, as an adviser, to let your hair down so students can see and know you on a more personal level. Sharing the fun times along with the work solidifies your group and builds strong ties. And you, too, will learn something more about your students by watching them interact with their contemporaries in a different setting. The stories, giggles, and laughter last a long time after the trip home. I know I continue to hear from SAA alumni reliving the memories of a particular district or Network meeting. When I do, it makes me think that we advisers are guilty of developing the same "warm fuzzies as former our student advancement group members."

For me, the opportunity to talk at meetings about common concerns in education, our students, and the advancement profession has afforded me a great deal of growth and insight over the years. We all share a common bond, one that at times seems time-consuming and overwhelming. But those few days at a conference leave you feeling re-energized and invigorated. Many of us wear several hats at our respective institutions, and our student advancement groups make up only a fraction of our responsibilities. A real respect for one another develops at conferences, and you realize you have professional cohorts only a phone call away.

Here at the University of Nebraska-Lincoln, our student alumni association mission is "to promote interaction among faculty, students, and alumni for the betterment of the institution." Mission statements will vary—from simple to complex—from group to group. But whatever your student advancement group sets out to accomplish, you will discover a common purpose that supports your group's efforts whenever you attend a district conference or Network convention.

When your student advancement group members graduate, they will have gained tremendous respect and loyalty for alma mater. Their volunteer experiences will have given them valuable leadership skills, career strategies, and lasting friendships. They will be able to take pride in knowing that they have helped their institutions strive for excellence. And you will be able to take pride in knowing that as dedicated alumni, your student advancement group members will continue to support alma mater.

Chapter 20

Student Interns: Cultivating the Next Generation Of Advancement Professionals

Lynn H. Nakada
Director, Annual Giving
University of California at Berkeley

Today's students are our institution's alumni and donors of tomorrow. Most advancement professionals accept this statement without hesitation. We readily enlist our students to help out at reunions, volunteer for phonathons, and give tours to prospective students.

Most of us, however, are not so quick to think of our students as future advancement professionals. But with a strong advancement internship program—and the right combination of guidance and encouragement—our students can become our institution's future alumni directors, development officers, and campus communicators. As higher education grows more dependent on external, non-government sources of support, our institutions must rely even more on loyal, dedicated, and generous alumni and donors. Just as we strategically cultivate students to become these alumni and donors, we must also carefully train the next generation of advancement professionals to continue the cultivation process.

A student internship program in advancement will help you do just that. By working on a variety of projects across your entire advancement operation, your student interns will gain an in-depth understanding of—and appreciation for—your institution's various advancement functions. What's more, these internships will provide your students with the opportunity to explore the many possible career options within the field of institutional advancement. And even if your students don't pursue advancement careers after graduation, their internship experiences will help them become trained and dedicated alumni leaders.

Choose the right mentors

Any successful student internship program begins with committed mentors. To identify and recruit these mentors for your program, start by calling your entire advancement staff together to determine the internship possibilities—and the appropriate mentors—within their respective areas. As internship mentors, each staff member must clearly understand the goals of your program and what you expect of them as mentors. So take time to spell out the following expectations.

- The adviser-intern relationship requires both time and involvement. Typical advisers spend about 49 percent of their time on work with the intern and 51 percent on observation.
- The internship must offer scheduled opportunities for the student intern to learn all aspects of institutional advancement.
- Intern projects must involve substantive involvement—not simply repetitive clerical tasks.
- The internship requires the provision of office space and a telephone.
- Advisers must offer guidance on work procedures and office protocol.
- Advisers must monitor the intern's work in progress and overall performance.
- Throughout the internship, advisers must continually evaluate intern performance and provide a written evaluation upon completion.

Once you've recruited appropriate intern mentors, you'll need to train them. Plan to provide mentor orientation *before* the intern recruitment process begins. This will ensure that your mentors accept their roles as teachers—rather than employers—and understand the commitment you're asking them to make. A typical mentor orientation should cover

- the internship goals and objectives for both intern and mentor,
- the intern's assignments and mentor's expectations, and
- an overview of the intern's schedule.

Search for interns

Now that you've recruited and trained committed staff mentors, you can spread the word of your program to students. Your student advancement group members make up an obvious qualified applicant pool. After all, their volunteer experiences have already exposed them to the many rewards of institutional advancement work. Look to other campus student groups, student government organizations, and student volunteers in your phonathon program for other likely intern candidates. And because of the diversity found on many campuses today, an internship is a perfect way to expose minority students to advancement work—and create a pipeline to bring more minorities into the advancement profession.

Start with a meeting to announce your new advancement internship program. Make sure staff members are present from all key campus offices to demonstrate institutional commitment to your program. Present a brief program description, including the expected time commitment and internship duration (10 hours per week for one semester, for example). Be sure to explain whether student interns will be paid (usually from institutional funds or work-study and self-help budgets) or can receive academic credit. Conclude by encouraging students to discuss intern opportunities with the appropriate staff members and submit applications.

142

As soon as you've recruited student interns for your advancement team, schedule an orientation session for them. The typical intern orientation session should cover

- the principles and ethics of institutional advancement;
- the role of advancement in educational institutions;
- the specific areas within advancement (alumni relations, development, and communications);
- how advancement interrelates with the academic, business, and student affairs functions within your institution;
- the internship goals and objectives;
- the intern's general assignments; and
- an overview of the intern's schedule.

Of course, you'll want to follow up this initial session with individual orientation meetings with the internship coordinator, chief advancement officer, and the appropriate department heads on your campus.

Put it in writing

A student internship description should be as detailed as a job description for your staff members. A well-written description will provide both mentor and intern with clearly stated goals, timelines, and expectations. Of course, internship descriptions will vary with the type of program you offer. A general advancement internship, for example, will cover all functional advancement areas, from alumni relations to development to communications. On the other hand, if your internship focuses on one advancement area, your description will include more specific project assignments. Two sample internship descriptions—one general and one specific—from our program at the University of California at Berkeley follow.

General Advancement Internship

September Meet periodically with internship director and vice chancellor of university relations
Spend one week with research and prospect management
Spend one week with telemarketing
Spend one week with direct mail solicitation
Spend one week with donor relations

October Meet periodically with internship director and vice chancellor of university relations
Spend one week with reunion giving
Spend one week with major gifts
Spend one week with planned giving
Spend one week with corporate/foundation relations

November Meet periodically with internship director and vice chancellor of university relations

Spend one week with public ceremonies
Spend one week with publications
Spend one week with governmental relations
Spend one week with media relations

Donor Relations Internship
Position Description and Intern Responsibilities

1. Research for events manual: Intern will help compile contact names and phone numbers for the various halls and venues on campus and in the Berkeley area. Intern will also help compile a list of suggested vendors for special events. Within predetermined guidelines, intern will help write specific sections of the events manual.

2. Research on tracking event costs: Intern will use donor relations files to reconstruct the actual cost to the development office of events over the last five months (includes "Building Berkeley's Future" event). In each case, the intern will follow a sample budget form to research the individual costs incurred at events and put together a summary of the cost-per-person and total expenditures from each event. Intern will help develop a better cost-tracking system. Intern will become familiar with development office accounting and payment procedures.

3. Event management: Intern may help staff various special events as need arises and when the intern is available to attend the events. Intern may be asked to take responsibility for a specific aspect of an event, for example, identifying, obtaining, and distributing event mementos or assuring that the facilities, parking, and security are properly coordinated.

Make time to evaluate

Evaluation—both during and at the end of your student advancement internship—is crucial to your program's success. Provide opportunities for both mentor and intern to evaluate the internship experience.

Continual evaluation throughout the internship will be helpful to mentor and intern alike. It will give the mentor the opportunity to discuss the intern's progress toward the internship goals and objectives and allow the intern to identify—and learn from—any problems that arise. Scheduling evaluations on a regular basis will also allow you to easily make any program or schedule adjustments required during the course of the internship.

Upon internship completion, mentors should evaluate the intern's experience to determine the value of the internship to the student. In addition, mentors should evaluate the program to determine the advantages and disadvantages of the program to *them* as advisers. Through this evaluation process, advancement mentors will learn what worked—and what didn't work—about the internship.

Finding out how your student interns size up their experiences is just as important as getting your advisers' perspectives. Whether through a detailed questionnaire highlighting specific internship goals or an informal open-ended

discussion, student intern evaluation will provide you with valuable insight into your internship program.

Finally, the internship coordinator should conduct one-on-one evaluations with the student intern and mentor. This additional evaluation gives both interns and mentors the chance to discuss the internship with a neutral third person and to make additional comments that will help guide the program in the future.

Follow these suggestions

A student internship program in advancement can provide professional development for your students, support your institution's advancement efforts, and cultivate future advancement professionals. The following tips will help you build an advancement internship program that accomplishes all this and more.

- Make sure you have commitment from your chief advancement officer and full support from your senior advancement professionals.
- Solicit collaborative involvement from colleagues in the appropriate institutional offices, including career planning and placement, student employment, and human resources.
- Appoint a staff coordinator for your advancement internship program who is committed to its goals.
- Have a strong, well-articulated plan that describes the intern's role and the resulting investment in your institution and the advancement profession.
- Dedicate quality time through a one-on-one relationship between the advancement intern and mentor.
- Provide hands-on experience to the intern and allow for flexibility regarding scheduled internship activities.
- Believe in your mission.

Chapter 21

The Ultimate Goal: Instilling the Volunteer and Philanthropic Ethic

Paul B. Chewning
Vice President, Alumni Administration
Council for Advancement and Support of Education

Students, along with faculty and alumni, form the core of any institution. As both the consumers and products of the educational process, they provide the continuity from one generation of students to the next—and from one generation of alumni to the next. The future of our colleges and universities may well rest with how well we interest, inform, and involve students while they are still on campus.

Whether your institution is an independent college with 15 selected student alumni association members or a land-grant university with an open membership numbering in the hundreds, tomorrow's leaders are on your campus today. It is our responsibility to teach students two of the basic tenets of democratic society: volunteerism and philanthropy.

Through our alumni, admissions, communications, and foundation offices, we must teach students about the need for effective and dedicated volunteers who support the mission of the institution. For decades, our advancement programs have provided the training ground for future club and chapter officers, class agents and secretaries, reunion and homecoming chairs, and advisory and policy board members. The patience of advisers and the enthusiasm of students come together to create a volunteer partnership of commitment and loyalty, service and open communication.

We must also teach our students the definition and role of philanthropy. By its very nature, philanthropy goes far beyond just "giving money." The alumni association, development office, and institution also value the sacrifice of one's time,

talent, and energy. If we teach our students the selfless need to help others—as seen through the increased number of alumni- and student-sponsored community service projects on our campuses—institutions will have a cadre of volunteers at the ready in the coming decades.

Finally, our student advancement programs must reflect the diversity and pluralism found on our campuses across the United States and Canada. "To teach on the one hand how we are one and on the other how we are many" is the responsibility of education in a democratic society, according to former Secretary of Education Ernest T. Boyer. Recently, Robert G. Forman, executive director of the University of Michigan Alumni Association, grappled with the "how we are many" end of the educational continuum. Minority estrangement from alumni groups "is part of the culture of American universities, and it's wrong," he says. "But the estrangement of minority students still exists on campuses today. And as long as it exists on campuses, it exists in alumni bodies."

These two statements illustrate the need for today's student advancement groups to represent the diversity of our students. If our advancement offices nurture increased awareness and understanding among their respective student groups today, we will be in a better position to respond effectively to the diverse needs of its constituencies tomorrow. The active involvement of students in the advancement programs of our institutions will ensure that the next generation of students will be able to rely on dedicated alumni who exemplify the best aspects of volunteerism and philanthropy—the ideals of a democratic society.

Addenda

Addendum A

Mission Accomplished: Alumni Sum Up Their Student Advancement Group Experiences

Karen Davis
Director of Advancement, College of Business Administration
University of Rhode Island

On a recent Student Alumni Association retreat, I asked members to write down what they hoped to gain from membership. Their responses were overwhelmingly similar. They wanted to make a difference at the university. They were interested in meeting and working with administrators. They looked forward to developing new friendships. And they hoped their involvement would prepare them for a career.

As student advancement group advisers, we share many of the same hopes. We want membership to enhance our students' educational and campus experiences and enrich their careers. Personally, I know the reverse holds true. Working with my students has certainly enriched my career and my life.

I have watched many students flourish as a result of their memberships in student advancement groups. While a handful of students come to us already polished and confident, most are looking to gain that edge. Many members start shy, intimidated, and afraid to speak in front of a group. Through student advancement group involvement, they grow into leaders able to think on their feet, conduct an effective meeting, and casually converse with older alumni and even the president of the institution. Student advancement groups offer members a unique opportunity to interact with alumni, travel around the country, attend well-planned conferences, and above all else, to make a real difference in their institution.

If you're about to launch a student advancement group—or if your established program needs a little recharging—remember that your work and your group make a significant difference in the lives of your student members. But you don't have to take my word for it. I surveyed alumni who as undergraduates belonged to student advancement groups across the country and asked them to explain what their involvement meant to them. Here's what they had to say.

> The SAA SF Network has allowed me the opportunity to establish friendships and make career contacts throughout the nation. I have had the time of my life and memories and photos to last forever.—*Trudy Gross '92, Illinois State University*

> As a member of the Undergraduate Alumni Association, I was representing the total university and its constituencies. It was a sense of belonging. It was the only campuswide organization that I belonged to and the only one that welcomed me. This experience helped endear me to the university—and that was odd for a young black student at a white university.—*Willie J. Young '72, Bowling Green State University*

> Through SAA, I learned so much that can't be taught in a classroom—how to work together with others to create something positive for me and the community. More important, it gave me a chance—in some small way—to make a difference. Most of my fondest college memories are of the experiences I had as a member of the Student Alumni Association.—*Tonya Taskey '88, University of Rhode Island*

> SAA is one of the best organizations a student can join. I have maintained those friendships and cherish them. SAA enhanced my communication and organizational skills, which has helped me in my career.—*Tammi Mays '90, Southwest Missouri State University*

> Student Alumni Council gave me an insider's look at alumni relations and development. Actually, SAC was the motivation for me entering the profession.—*L. Keith Todd '86, Clemson University*

> My involvement in the Student Alumni Association was the single most beneficial activity I participated in as an undergraduate. I gained invaluable confidence from participating in such a dynamic club. I also acquired outstanding time-management skills that are a necessity for my current job. SAA also taught me the importance of giving back something to the university. In sum, my involvement gave me the courage to change things and the confidence to be prepared for an exciting future in the real world. The experience was one I wish all college students were required to participate in!—*Jeffrey Smith '90, James Madison University*

It's hard to put my SAA experience into words because it involved so much. Our SAA became a close group of friends that had a lot of fun together, but we also had a sense of purpose. We learned about the importance of educational advancement and alumni involvement. My SAA experience was a major factor in my entering educational fund raising as a career.—*Pati Boyle '86, University of Rhode Island*

My involvement in SAA enabled me to interact with faculty, staff, and alumni. I credit my participation in the 1990 SAA SF Network Convention bid with getting my foot into the alumni relations door.—*Jodi Breckenridge '90, University of Kansas*

My experience as a member of SAA provided a foundation for my growth throughout college. It helped me learn the importance of volunteering and extending myself to others. Most of all, it has given me a lifetime of friendships and memories that will always keep me tied to my alma mater.—*Beth Olson '91, University of Nebraska-Lincoln*

Founding the Student Alumni Association at Tech did more for me than any other organization I participated in. It gave me mentors who continue to advise me today. It gave me experience with business people, which gives me added confidence and composure today. And most important, it showed me that my college career extended far beyond the classroom and graduation into my professional, social, and personal life.—*Victoria Radams '91, Georgia Institute of Technology*

Being the president of our SAA gave me a marvelous opportunity to meet and talk to several of BYU's most successful alumni. Their advice helped greatly in choosing my own career and showed me, at the same time, the tremendous contribution alumni can make to their university.—*Scott Pendleton '85, Brigham Young University*

What wonderful responses. But wait. It gets better. I also asked the alumni what, if any, involvement they currently had with their institution. Happily, they are all actively involved alumni. Since graduation, they have been busy starting young alumni committees, working on fund-raising drives, serving on their alumni boards, hosting regional events, and serving as local chapter committees. What's more, three of them are working in advancement at their alma maters.

It's obvious that student advancement groups fulfill their mission—for members and advisers alike. Students gain the opportunity to get involved, in a meaningful way, with their institutions. Their participation enhances their campus experiences and strengthens their bonds to alma mater. And that means our institutions have successfully cultivated committed alumni and dedicated donors. Without a doubt, student advancement groups offer your institution a win-win scenario. Just listen to your alumni.

Addendum B

Best Ideas: Exemplary Student Advancement Group Programs and Events

Barbara Tipsord Todd
Assistant Director, Alumni Services
Illinois State University

The following is a compilation of student advancement group programs, activities, and events from your advancement colleagues across the United States and Canada. Organized by category, each entry includes a brief description. For more details, we encourage readers to contact the sponsoring institutions.

Alumni programs

DINNER FOR 12 STRANGERS
University of California, Los Angeles
Student Alumni Association
Submitted by Keith E. Brant

Twice each year, UCLA alumni volunteers host Sunday evening dinners in their homes for faculty and students. Campus promotions encourage students to sign up, and selected faculty members also receive invitations. An SAA committee assembles dinner parties for 12: a mix of alumni, faculty, and students—including students with a variety of majors (including some with cars to provide transportation) and a balance of men and women. The only common thread among participants is they are all part of the university. All participants receive their dinner guest list in advance. The program is a great way to make a large institution seem a little more friendly.

ADOPT-A-STUDENT
Colorado College
Student Alumni Association
Submitted by Jena Graber

WANTED! Local alumni families for Colorado College's tremendously successful Adopt-a-student program. This program, which links local alumni families with first-year students, provides new students with a family-like, stable environment. The program gives students who are far away from their own families a home they can go to, a home-cooked meal when cafeteria food is just too much, and familiar faces in the audiences at the students' sporting events, concerts, and plays. The friendships last the duration of the students' time on campus. What's more, the program also helps bring alumni back into the spirit of their alma mater by revisiting the college years through the eyes of a different generation.

MARDI GRAS BALL
St. Ambrose University
Student Alumni Organization
Submitted by James T. Barry

The St. Ambrose University Mardi Gras celebration is the primary fund-raising vehicle for its alumni association. Each year, the ball raises in excess of several thousands of dollars to benefit a variety of alumni-related programs, including the Student Alumni Association. SAA leadership and significant member involvement in the planning and implementation of the event can account in part to the overall success of Mardi Gras. The mingling of alumni volunteers with the student leaders creates an atmosphere of fun and hospitality for the Mardi Gras audience of area alumni and friends of the university.

Student programs

FLIP FOR LUNCH
Mount Saint Vincent University
Student Alumnae Association
Submitted by Teresa Lush

Flip for Lunch at Mount Saint Vincent is held every year to continue the Catholic tradition on Shrove Tuesday. The lunch offers pancakes and sausage to staff, students, and anyone else who would like to attend. Catered by campus food services, the event is held in the student bar from noon to 2 p.m. Publicity includes a memo to all staff and posters around campus, and staff members sell pre-printed tickets. The food services department budget-costs out the price.

SENIOR GRAZING RECEPTION
Plymouth State College
Student Alumni Association
Submitted by Susan Smith Palmer

All Plymouth State College employees and graduating seniors receive invitations to our annual Senior Grazing Reception (See Figure B-1 on page 164). The grazing setup includes beautifully decorated tables with a variety of finger foods and a

fountain of mock champagne punch. A 10-minute program includes a farewell message from the college president, a welcome from the alumni director, and remarks from the Student Alumni Association president. The reception also provides faculty and staff an opportunity to wish the seniors well. The program, which was previously held on the Thursday before graduation, now takes place immediately after Friday afternoon convocation activities. Faculty and staff participation has increased, and because parents are already on campus, they naturally join the reception.

FACULTY APPRECIATION DAY
Virginia Polytechnic Institute and State University
Student Alumni Associates
Submitted by Theresa Caragol

Faculty Appreciation Day, sponsored by the SAA Chapter at Virginia Tech, provides a way for students to say thanks to faculty and staff members for their hard work. The event has the added advantage of giving SAA members an opportunity for good public relations and providing excellent visibility for the alumni association. SAA members set up booths at different campus spots where students can pick up apples and Faculty Appreciation Day stickers to take to their favorite professors or staff members. Other activities include: professor luncheons and dinner banquets sponsored by other campus organizations; faculty and staff surprise packages from various campus groups; and specials at area restaurants (most offer a free meal to faculty members when accompanied by a student who purchases a meal). Costs are minimal, and the expense is well worth the goodwill generated on campus.

STUDENT LEADERSHIP RECEPTION
Western Illinois University
Student Alumni Council
Submitted by Cathy Onion

The outgoing officers from each student organization at Western Illinois University receive invitations to the Student Alumni Council Leadership Reception. Held on the same day as an alumni board meeting, the reception recognizes students for their outstanding contributions to the university. Alumni staff and board members and the university president all attend this casual social event at the alumni house. Students learn about alumni association activities and services, meet alumni board members, and hear from the university president how important they are to the institution. About 150 student leaders attend—many also bring the new officers who will replace them. The event costs $300, which includes hors d'oeuvres, beverages, invitations, printing, and advertising.

BE A PART FROM THE START
University of Illinois
Student Alumni Association
Submitted by Bob Lumsden

Be a Part from the Start is an annual fall program at the University of Illinois sponsored by the Student Alumni Association. Held the second night new students are on campus for New Student Week, voluntary program attendance has grown

from 1,200 students in 1985 to 3,600 in 1991. We also encourage resident hall advisers to bring new students on their floors. The event has evolved from a highly spirited pep rally—including the marching band and entertaining skits on campus traditions—to a program that highlights the wide variety of activities available to the diverse student body. The tone is now more serious and informative but still includes the marching band and cheerleaders. The two-hour program costs $3,000. We borrowed this idea with permission from the Penn State University Lion Ambassadors in 1985 to replace our convocation, which attracted only 200-300 students from the 3,500-member freshman class each year.

THREE-ON-THREE BASKETBALL TOURNAMENT
Ohio University
Student Alumni Board
Submitted by Colleen M. Nash

Every spring quarter, the Ohio University Student Alumni Board hosts an annual three-on-three basketball tournament. This four day tournament usually draws about 40 three-person teams of students and faculty to battle against each other for a fun-filled getaway from classes and work. A $6 per-player fee includes two happy hours, a tournament T-shirt, and the end-of-the-tournament picnic. Area merchant graciously support and sponsor the tournament. Student alumni board members serve as referees for the half-court games. The final game—complete with Ohio University basketball players as referees—takes place at the Convocation Center Basketball Arena.

JAG ROAR COMPETITION
University of South Alabama
The Southerners
Submitted by Carol Kittrell

Southerners at the University of South Alabama developed JAG ROAR to increase student participation and enthusiasm at basketball games. Each university-recognized organization receives a questionnaire and a list of rules and regulations. Organizations that return the form by the deadline are included in the JAG ROAR Competition. At every home game, each participating group performs a roar or yell right before the game or during halftime. Alumni and faculty serve as judges and select a winning group for each game. A spirit stick—made by cutting 14-inch sticks from doweling, wrapping them with ribbon in the university colors, and attaching streamers at the bottom printed with the game date and opponent—goes to each winning group. At the end of the season, the group with the most spirit sticks receives a large trophy and a small check from the alumni association.

BREAKFAST WITH THE PRESIDENT
Western Michigan University
Student Alumni Association
Submitted by Tracy Connelly

Sponsored by the Student Alumni Association of Western Michigan University, Breakfast with the President provides an avenue for future alumni to discuss their concerns with the university president. An advertisement in the student newspaper, letters to student organization presidents, and presentations to residence

hall councils and Greek organizations encourage students to submit an application for the breakfast. Each semester, we select about eight students to attend the breakfast, which is held in the Oaklands, a late-1800s Victorian home used for VIP guests and receptions.

Issues at the breakfast have ranged from tuition increases and campus safety to access for people with disabilities and complaints about university services. The president seriously considers each issue and has even made campuswide changes as a result of these breakfast discussions. Expenses include the cost of a brochure, postage for letters to student organization presidents, the campus newspaper ad, and meals.

TECH EXIT GRADUATING SENIORS BANQUET
Texas Tech University
Student Foundation
Submitted by Bill Dean

The Student Foundation at Texas Tech University sponsors two exit dinners each year, one in November and one in April. Graduating seniors for each semester receive invitations to the free dinner, held in the University Center Ballroom. Senior dinner guests receive a packet of information about the Ex-Students Association, including an association brochure, a gift catalog, a list of chapter presidents' their "Last Blue Book" with future football and basketball schedules, transcript information, important campus telephone numbers, and a license plate frame. The university president delivers a parting message, and the Ex-Students director speaks about the importance of supporting the university and staying in touch. The entire function rarely lasts over 90 minutes.

THE "A" CARD
Valdosta State College
Ambassadors
Submitted by J.R. Sessions

The Valdosta State College Ambassadors survey local retailers annually to determine which ones offer discounts to students. These retailers—grouped by category and listed alphabetically—are printed on wallet-sized cards and distributed to all students through the bookstore. Ambassadors get exposure and perform a campus service for about $200.

Career programs

TAKE A BENGAL TO BRUNCH
Idaho State University
Ambassadors
Submitted by Jeff Dosbier and Laura Lynch

Take a Bengal to Brunch, sponsored by the Ambassadors of Idaho State University, is a career exploration program for sophomores, juniors, and seniors. The program pairs professionals from the local business community with qualified Idaho State

students. The professional, who works in the student's area of interest, buys the student brunch and offers informal career advice. Typical discussion points include what the career is really like, breaking into the business, advancement opportunities, and making contacts within the field. Each institution should experiment with the different methods of matching professionals to students to find which works best for its needs.

TASTE: TAKE A STUDENT TO EAT
Duquesne University
Student Alumni Relations Team
Submitted by Jim Miller

The Student Alumni Relations Team asks Duquesne University alumni to volunteer to take a student to eat and talk about their careers. The program matches alumni and students with similar career interests and goals. This program provides a great opportunity for successful alumni to fulfill the natural desire to share their expertise. Alumni volunteers are identified through telephone and mail questionnaires. We encourage students to send thank-you notes to their alumni advisers, and frequently the students and alumni develop long-term relationships.

EXTERN PROGRAM
Illinois State University
Student Alumni Council
Submitted by Barbara Todd

The Illinois State University Extern Program provides an opportunity for undergraduate students to find out what working in their future careers is really like. Designed specifically for sophomores and juniors who are still making career decisions, the program matches student externs with alumni sponsors according to career interests and geographic locations. The extern and sponsor arrange to spend a few days together at the sponsor's place of employment, preferably over spring break (although other arrangements are allowed). The externs are there to observe and ask questions, not to work.

All travel and overnight accommodations are the externs' responsibility, but sponsors are asked if they or their companies can help cover these expenses. Frequently, for example, sponsors pay for the students' lunches during the extern experience. Student Alumni Council members interview potential externs before the matching process. Externs receive information on appropriate dress and behavior in the business world, a press release they may complete and send to their hometown newspapers, and a list of questions they may want to ask their sponsors when making the initial contact.

ALUMNI MENTOR PROGRAM
Bryant College
Student Alumni Association
Submitted by the SAA

Bryant College's Student Alumni Association and Graduate Alumni Council cosponsor the Alumni Mentor Program for sophomores and juniors. Students are paired with alumni to develop relationships that can last throughout the students' college careers. Specific mentor-student activities include luncheons and dinners,

day trips, shadowing at the mentor's business, campus tours, and sporting and other Bryant events. Alumni offer students valuable advice and expertise, help shape future business leaders, gain a new appreciation of the value of their Bryant education, and become more aware of campus events. Students receive practical career advice, develop interactive skills, learn how to acquire business contacts, gain an understanding of the real world, and also become more prepared for life as Bryant College alumni.

Fund-raising programs

HOLIDAY BALLOON GLO
The University of Arizona
Student Alumni Association
Submitted by Kathryn Buchan

The University of Arizona Holiday Balloon Glo raises funds for a local charity, promote awareness of the Student Alumni Association, brings the community to campus, and involves community members in program planning and implementation. Co-sponsored by the SAA and the Saguaro Aerostat Association (a local nonprofit association of balloon enthusiasts), the event brings 18 to 20 hot air balloons to the campus mall on the first or second Friday evening in December. Illuminated by gas burners used for power, the balloons provide a spectacular, colorful display. Food and souvenirs, including commemorative T-shirts, pins, and raffle tickets for free balloon rides, add to the festivities. Santa Claus, holiday music, and a live local radio station broadcast from the mall complete the scene.

The next morning, the balloons fly out. For $200 to $300 local businesses can sponsor a balloon, which entitles them to advertise their name on the balloon, as well as one free balloon ride, commemorative T-shirts, and pins. Pilots donate their time and the one free balloon ride but receive fuel for their balloons, a sack dinner, and commemorative items. T-shirt, souvenir, and raffle ticket sales generate additional monies. Some 8,000 to 10,000 people attended Holiday Balloon Glo 1990. After costs, the designated charity, a shelter for victims of family violence, received $2,400.

MUDBALL TOURNAMENT
Memphis State University
Student Ambassador Board
Submitted by Ray Ricossa

Mudball, one of the largest annual events at Memphis State University, is volleyball in six inches of mud. Most participating teams represent MSU student organizations; however, in recent years, teams from local community colleges and companies have been invited to participate, too. Tournament proceeds benefit the J. Wayne Johnson Memorial Scholarship Fund and the Student Ambassador Board. Offered since 1984, mudball is held in the fall (rain or shine) and consists of both 2-on-2 and 6-on-6 formats. Our budget includes costs for fields ($400), advertising ($200), supplies ($150), and prizes ($150). Entry fees are $40 for six-person teams and $10 for two-person teams. We also raise money through concession sales. The event requires a lot of hard work, but in the end it's worth the effort.

FRESHMAN WELCOME KIT
Birmingham Southern College
Student Alumni Association
Submitted by Sally Johnston

The Student Alumni Association sends a letter to all parents of incoming freshmen during the third week in July to encourage them to buy a Freshman Welcome Kit for their first-year student. Parents simply complete and return the order form and payment, along with a personalized note. SAA members deliver the kit—complete with such basics as memo pads, tumblers, snacks, and coupons for area businesses—the day after new students arrive on campus. In 1989, our SAA sold 134 kits at $15 each and generated a profit of more than $780.

ALUMNI T-SHIRT AND SWEATSHIRT SALES
Southern Illinois University at Carbondale
Student Alumni Council
Submitted by Connie Brown

The Student Alumni Council placed an advertisement and photograph in our alumni magazine to announce the sale of Southern Illinois University alumni T-shirts and sweatshirts. The response to the ad (which included prices and an order form) was terrific. We raised more than $1,500. The program was easy to do and a lot of fun. Just make sure you have plenty of sweatshirts, T-shirts, and mailing envelopes on hand. (See Figure B-2 on page 165.)

CAL SPRING FEST
University of California, Berkeley
California Student Foundation
Submitted by Lynn Nakada

Cal Spring Fest is an all-day fund-raising event held on an outdoor playing field during the spring semester. In addition to raising funds for a campus/student program, the event draws the participation of a diverse cross-section of the campus community. Cal Spring Fest consists of a volleyball tournament, musical entertainment provided by a DJ and student musical groups, and food concessions and carnival games sponsored by different student activity and living groups. Tournament fees, sponsorships, and souvenir sales help offset $5,500 in program expenses.

Community service programs

UNDERPRIVILEGED DAY CARE CENTER EASTER PARTY
University of Kansas
Student Alumni Association
Submitted by Jodi Breckenridge

The philosophy of the University of Kansas Student Alumni Association states that the organization's officers have true responsibility. Therefore, the student director of community service coordinated the entire Easter party at a day care center for underprivileged children. Once the date was set with the day care center director, SAA members started helping the 2- to 8-year-old children make bunnies

and blow eggs. Treats were also provided. The program, which is publicized in the SAA newsletter, costs only $30 to offer. The simple and effective program allows our community service committee to take a leadership role in SAA.

RETIREMENT HOME VISITS
University of Delaware
Undergraduate Student Alumni Association
Submitted by William H. Clark Jr.

The brainchild of a community-minded University of Delaware Undergraduate Student Alumni Association member in 1988, retirement home visits are a win-win situation. The students enjoy meeting retirees (many of whom have university ties), and residents are eager to interact with younger people. Past programs have featured musical selections from a student performer, a slide show of recent campus changes, and a trivia quiz. The visit concludes with a social period hosted by the retirement home's activities staff.

COMMUNITYWIDE SPRING CLEANING
Carson-Newman College
Student Ambassadors
Submitted by Terry Wells

Carson-Newman College is cleaning house! The Student Ambassadors, working with a local recycling center, will lead the community's businesses in an all-out spring cleaning effort. All recyclable materials (including paper, cardboard boxes, plastic, glass, and even metals) will be collected and sold to the recycling center. The raised funds will be donated to the local homeless shelter.

Figure B-1: Plymouth State College Senior Grazing Reception Invitation

YOU ARE CORDIALLY INVITED TO ATTEND THE
"SENIOR GRAZING RECEPTION"
ON THURSDAY, MAY 19, FROM 6:00 P.M. TO 7:30 P.M.
WE WOULD LIKE TO EXTEND OUR BEST WISHES
TO ALL OF THE GRADUATING SENIORS
PLEASE JOIN US FOR A FESTIVE RECEPTION
TO HONOR ALL OF THOSE SENIORS WHO WILL BE ENTERING
OUR PLYMOUTH STATE COLLEGE ALUMNI ASSOCIATION
THIS EVENT IS CO-SPONSORED BY THE
STUDENT ALUMNI ASSOCIATION AND THE DEVELOPMENT OFFICE
NAME
I AM PLEASED TO ATTEND
SORRY, I AM UNABLE TO ATTEND THE
SENIOR RECEPTION
PLEASE RESPOND BY MAY 16, 1990

Figure B-2: Southern Illinois University at Carbondale Shirt Promotion

A S S O C I A T I O N N E W S

In Atlanta for the Braves vs. Cubs outing on May 4 were (front, from left) Ed Buerger, Steve Stahl, and Renata Circeo and (back, from left) Denny Descher, Mike Glenn, and Vince West. (Roger Neuhaus photo)

Marathon Ball Game Doesn't Dampen Spirits for Atlanta Alumni

For 65 SIUC alumni and guests in Atlanta last May 4, a pre-game social became a nine-hour marathon that didn't end until 2:36 a.m.

The meeting of the Atlanta Chapter of the SIU Alumni Association started innocently enough at 5 p.m. with drinks and snacks at a suite in the Ramada Capitol Hotel across the street from the Fulton County Stadium.

The original plan called for the group to be at the ballpark by 7:05 p.m. for the start of a baseball game between the Atlanta Braves and the Ch[illegible]ubs. But a three-hour r[illegible]y, combined with the refre[illegible] the suite, prompted most [illegible]ns to remain in the room and watch the game on television.

The 20 or so die-hard Dawgs who did venture over to the stadium saw the Braves win the game in overtime at 2:36 a.m.

For more information on alumni activities in Atlanta, call Roger Neuhaus at the SIU Alumni Association in Carbondale at (618) 453-2408.

New Shirt Design Offered by Student Alumni Council

Two versions of the popular "Southern Illinois University Alumni" sweatshirts and tee-shirts are now available through the Student Alumni Council of the SIU Alumni Association.

The latest version was designed by Danielle Schneider, shown in the accompanying photo. The other version features "Southern Illinois University" in capital letters on three lines, followed by the word "Alumni."

The sweatshirts and tee-shirts are made of 50 percent cotton and 50 percent Dacron polyester and come in three adult sizes: large, X-large, and XX-large. The sweatshirts cost $22 and the tee-shirts $14.

To order, send your check, payable to the Student Alumni Council, to the SIU Alumni Association, Student Center, Southern Illinois University at Carbondale, Carbondale, IL 62901, or call (618) 453-2408 for more information. Please state which version of the lettering you are ordering.

Danielle Schneider models the newest version of the popular "Southern Illinois University Alumni" sweatshirt.

Donald McHenry Meets with Alumni in Washington, D.C.

Donald R. McHenry MS'59, a former U.S. ambassador to the United Nations, was the featured speaker and guest of honor at an alumni meeting on May 2 in Arlington, Va.

McHenry shared a great deal of insight into the diplomatic challenges that remain for the United States in the Middle East following Operation Desert Storm earlier this year. An expert on South African politics, he also provided an analysis of the ongoing struggle between political factions in South Africa.

McHenry runs an international consulting group and is a professor of diplomacy and international studies at Georgetown University in Washington, D.C.

Organizers for the chapter meeting were Lovetger Hamilton Bowden '52, MS'57, and Beverly Coleman '61.

BEST COPY AVAILABLE

About the Editor

Barbara Tipsord Todd

Barbara Tipsord Todd has served as assistant director of alumni services at Illinois State University since 1983. During her 10 years as student advancement group adviser, the ISU Student Alumni Council has grown from 15 members and a $1,500 annual budget to its current 100 members and a $20,000 annual budget. Her enthusiasm and dedication earned her the District V Student Alumni Association Student Foundation Adviser of the Year award in 1987 and 1990. In 1993, the Illinois State University SAC took the honors as the District V SAA SF Organization of the Year.

When she's not wearing her SAC adviser hat, Todd keeps busy editing the alumni association's quarterly tabloid and coordinating ISU's affinity club program. An active CASE volunteer, she also has spoken about student advancement groups and young alumni programs at several CASE conferences, contributed a chapter to CASE's *Parents Programs: How to Create Lasting Ties*, and written an article in the May 1992 CURRENTS.

A two-time graduate of the Illinois State University, Todd received her bachelor's in Home Economics/Consumer Services in 1979 and completed her master's in Home Economics in 1984. Before joining ISU's alumni staff, she served as a faculty assistant and research associate at her alma mater.

CASE

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION

SUITE 400, 11 DUPONT CIRCLE, WASHINGTON, DC 20036-1264

BEST COPY AVAILABLE